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ABSTRACT

Intended for use by teachers, teacher trainers, supervisors, administrators, researchers, and others concerned with reading and the bilingual learner, this bibliography contains annotations of 136 journal articles and ERIC documents pertaining to the subject. The materials cited in the bibliography were drawn from those placed in the ERIC system between January 1971 and June 1977, and are arranged into three sections according to the educational level with which they deal: (1) elementary, (2) secondary, and (3) elementary and secondary or adult education. (FL)

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READING AND THE BILINGUAL LEARNER

a functional annotated bibliography

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Reading and the Bilingual Learner: A Functional Annotated Bibliography

The ability to read and to read with comprehension has become a controversial issue today as reading scores on national exams have dropped and as it becomes evident that more and more students are graduating from high school with less than functional reading skills. The issue is not only controversial but complicated. And for the bilingual learner – even more so.

The interest in bilingual education in this century is relatively recent but intense. The field has been deluged with materials on reading and the bilingual learner, with few attempts made to organize the literature for professional use.

This selected, annotated bibliography is intended to bring together in one document relevant articles found in the ERIC system from January, 1971 to June, 1977. Abstracts of the ED numbers come from *Resources in Education* (RIE). Journal citations are from the *Current Index to Journals in Education* (CIJE) with abstracts written by the compiler.

The bibliography has been divided into three sections: Section I contains the literature dealing with bilingual learners at the elementary school level; Section II is devoted to the literature at the secondary level; and Section III includes those articles which cover elementary *and* secondary and/or adult learners.

Most ED-numbered documents are available on microfiche and hard (paper) copy from the ERIC Document Reproductions Service (EDRS). (See order information at the end of this publication.) Journal articles are available only in the journals cited, not through the ERIC system. *CIJE* provides a list of the complete titles and ordering addresses for all journals indexed.

It is hoped that this bibliography will be of use to teachers, teacher trainers, supervisors, administrators, researchers and other professionals who are concerned with the state of the art in reading and bilingual education.

I Reading and the Bilingual Learner: Elementary Level

1. Addy, Polly; Norris, Mike. *Organizing for Prescriptive Teaching: An Instructional Management System for Teaching all Children; Walden Middle School, 1972-73. Research and Development Report.* Volume 7, Number 9. September 1973. 73p. ED 086 766

The Atlanta public schools, Federal and state assistance, and community services provided the following resources for Walden School's instructional program: The Instructional Assistance Program provided a team comprising a lead teacher, a language arts teacher, a social studies teacher, a foreign language teacher, a mathematics teacher, a science teacher, a media specialist, a Spanish speaking assistant teacher and a typist working under the leadership of the Coordinator of Foreign Languages to develop a perfect multi-media learning activity packets designed around a core curriculum. A Dynamics and Influences of Culture and Environment Program was funded by the Instructional Assistance Program for the second year. The Spanish speaking assistant teacher was a participant in the Career Opportunities Program. Through the Title I Program, funded under the 1965 Elementary Secondary Education Act, a lead teacher, a reading teacher, and six instructional aides worked with first through third year pupils to improve the instructional program with emphasis on reading and English. The Teacher Corps Program provided two teams, each consisting of two lead teachers, eight senior teachers, and 18 paraprofessionals to work with the first and second year pupils. The Program for Education and Career Exploration was a guidance program that provided experiences for second and/or third year pupils that would enable them to make realistic educational and career choices at future major decision points. (Author/JM)

Program
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Curriculum

2. Alexander, Frances. *Mother Goose on the Rio Grande.* 1960. 98p. ED 040 001.

Over 100 pages of nursery, nonsense, and nature rhymes for the preschool and primary-grade Spanish-speaking child are presented. Included are patio plays, riddles, and outdoor games. All rhymes are given in English on one page and Spanish on a corresponding page. Additionally, each page contains color illustrations in the 3 sections: rhymes, riddles, and romps. (AL)

Materials

Not available from EDRS.
Available from: Banks Upshaw & Company, Division of National Textbook Corporation, 8259 Niles Center Road, Skokie, IL. 60076 ($2.75).

3. Amsden, Constance. *A Reading Program for Mexican-American Children, Third Interim Report. Final Report.* September 1969. 142p. ED 039 961.

The third and final interim report is devoted to analysis of research data relating to a 3-year experimental reading program for Mexican American children at the Malabar Street School in Los Angeles. The program utilized language development methods, individualized instruction, and parental assistance to improve the children's competencies. Using 4 hypotheses, the investigators attempted to identify significant differences in reading, arithmetic, and language development with the preschool and primary students as compared to 1966 baseline data. Using the Stanford Reading Test, the California Reading Test, a project-designed Sight Vocabulary Test, and the Malabar Vocabulary test with the sample, it was concluded that there were significantly higher scores on the reading tests by children in the experimental program when compared to baseline groups and there was evidence of significant achievement in oral language development. In addition, experimental third-grade pupils were slightly superior in total arithmetic scores. Achievement differences between the sexes were also cited. Recommendations included using the Malabar experiment as a model for Los Angeles; employing research aides for part-time teacher assistance; expanding the program to the 4-6 grade level; and providing inservice training for school personnel. (ED 016 757 is a related document.) (AL)

Parental Support
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Method
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Research
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Evaluation
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Achievement

4. Armor, David; And Others. *Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools.* August 1976. 85p. ED 130 243.

Program
●
Achievement

In 20 elementary schools participating in the Los Angeles School Preferred Reading Program, gains in reading achievement were examined in order to identify school and classroom policies that were most successful in raising reading scores of inner-city children. All schools sampled displayed large or consistent gains for sixth-grade reading achievement, had predominantly minority-group student bodies, and were located in low-income neighborhoods. Data on school and classroom practices were gathered by interview and questionnaire from principals, reading specialists, and classroom teachers in the target schools. Background and demographic information and reading test scores for grades three through six were recorded for members of the sixth-grade classes of 1974 and 1975 from their junior high school records. Background factors and reading test scores in earlier grades were found to account for the largest part of the variation in sixth-grade achievement, but variables reflecting particular school experiences also had significant influence. These factors are described and illustrated in the report. Overall, the results are interpreted as supporting the continuation of the School Preferred Reading Program. (Author/AA)

5. Arnold, Richard D. *Reading Skills of Afro- and Mexican-American Students.* April 1971. 12p. ED 055 727.

Research
●
Comprehension

Thirty-two Afro-American and 50 Mexican-American seventh graders were randomly selected from a school located in a central tests low socioeconomic environment. The subjects were administered the New Developmental Reading Tests, the Silent Reading Diagnostic Tests, and the California Short-Form Test of Mental Maturity. When the two groups were compared, results from variance analyses indicated (1) There were no significant differences on all total test and subject scores, (2) The Mexican-Americans averaged 4.29 months older, and (3) The Mexican-American group averaged 2.62 more children in the family. Chi-Square analyses showed that (1) The Mexican-American group had more male heads of family ($p < .01$), (2) The Afro-American group had more broken homes ($p < .01$), and (3) There was no significant difference in terms of welfare assistance. The average scores of both groups ranged from ½ to 3½ years below grade level except for visual analysis and syllabication. Both groups achieved higher scores for visual analysis than for phonics knowledge and for nonlanguage IQ than for language IQ. The author concluded that since both groups exhibit similar profiles in reading subskills, they could both profit equally from comparable instruction. Tables and references are included. (AW)

6. Ballantine, Larry; Levine, Daniel U. *Research Note: Home Environment and Reading Performance Among Afro, Anglo, and Mexican Kindergarten Students in an Inner City School.* August 1971. 8p. ED 058 943.

Research
●
Achievement

This exploratory study examined the relationship between reading performance scores and three measures of home environment among kindergarten students of differing racial and ethnic background. It also determined whether there was evidence that participation in a follow through program had been effective in overcoming educational disadvantages associated with nonsupportive home environments. Subjects in the study were kindergarten students who had finished their first year in a follow through program: 11 were Mexican-American, 10 were Anglo-American, and 9 were Afro-American. Four of the Mexican American, seven of the Afro-American, and four of the Anglo-American students had been in a pre-kindergarten head start program the year before. Home environment measures used were: (1) A modified 40-item version of the Dave and Wolf Interview Schedule for Assessing Home Influences on Achivement and Intelligence: (2) Interviewer's rating of the orderliness of the living room in each subject's home: and

(3) The frequency with which the subject's mother attended church. Results show the strongest correlations between home-environment measures and reading level were among the Anglo-American and Afro-American students. Most important of the findings was that measures of home environment correlated with reading level among the sample of economically disadvantaged students finishing kindergarten. (DB)

7. Bianchini, John C.; Loret, Peter G. *Anchor Test Study. Final Report Volume 18. Subgroup Equating Tables, Spanish Surnamed Children, Grades 4, 5, and 6.* 1974. 289p. ED 092 619

The Anchor Test Study provides a method for translating a pupil's score on any one of eight widely used standardized reading tests for Grades 4, 5, and 6 to a corresponding score of any of the other seven tests, as well as furnishing new nationally representative norms for each of the eight tests. In addition, the Study presents new estimates of alternate form reliability for each test, provides estimates of the intercorrelations among the tests, and explores empirically some methodological questions in test-equating. Contained in this volume of the Study are subgroup equating tables for Spanish surnamed children in Grades 4, 5, and 6 for reading comprehension, vocabulary, and total reading using linear and equipercentile equating methods for the following seven tests: California Achievement Tests (1970), Comprehensive Tests of Basic Skills (1968), Iowa Test of Basic Skills (1971), Metropolitan Achievement Tests (1970), Sequential Tests of Educational Progress (1969), SRA Achievement Series (1971), and Stanford Achievement Tests (1964). Equating and norming data on the eighth test in the Study, the Gates MacGinitie (1964), are included in volumes 31, 32, and 33 of the Anchor Test Study. (RC)

Tests/Testing

8. Bianchini, John C.; Vale, Carol A. *Investigation of the Appropriateness of the Anchor Test Study Equating Results for Selected Subgroups. Final Report.* March 1975. 25p. ED 121 814.

The Anchor Test Study (ATS) yielded equating tables for vocabulary, reading comprehension, and total reading scores for eight commonly used reading tests at the 4th, 5th, and 6th grade levels. Because of the original ATS sampling design which resulted in a nationally representative sample of school children at those grades, the equating tables might not be considered equally applicable for selected subgroups of the population – specifically, for black and Spanish-surnamed subgroups. The present study was done to determine whether use of the ATS equating tables for these two ethnic subgroups is warranted. Essentially, the analysis focused upon detecting interaction between test interrelationships and ethnic affilation in a way most relevant to the expected uses of the ATS equating tables – average differences between equivalent and obtained scores for each ethnic group, in various parts of the score range, were tested for significance. The detailed procedures for accomplishing the implied statistical tests are described. The analyses appear in Appendices A, B, and C (for grades, 4, 5, and 6, respectively) organized by vocabulary, reading comprehension, and total reading scores within grade level. The results did not indicate any systematic ethnic bias. The few isolated instances which did exist might be attributed largely to the sampling procedure used in the ATS; i.e., maximizing representation of the total population, rather than that of any specific subgroup. (RC)

Tests/Testing

9. Bianchini, John C.; Vale, Carol A. *Investigation of the Appropriateness of the Anchor Test Study Equating Results for Selected Subgroups. Final Report. Appendix A.* 1975. 256p. ED 121 815

As part of an investigation of the appropriateness of the original Anchor Test Study equating results for black and Spanish-surnamed students, this Appendix lists the detailed

Tests/Testing

results of the analyses for grade four, organized by vocabulary, reading comprehension, and total reading scores. For each analysis, a two-page set of results is presented. The test-pair shown in the heading is so ordered as to indicate the direction of the equivalent score transformation; i.e., actual scores on the first member of the pair were transformed to equivalent scores on the second member. The first page indicates, for each of the ethnic groups, for each of the five score sub-ranges and for the total score range, the set of descriptive statistics, including the actual N, the weighted N, the mean discrepancy, and the standard deviation. The second page contains the summary of individual comparisons of blacks vs. whites and Spanish-surnamed vs. whites at each score level included in the two-way analysis. Those instances for which the entire Spanish-surnamed group was deleted are so indicated. The highest score level was deleted in about 75 percent of the two-way analyses, and the Spanish-surnamed group in about half. It was only occasionally necessary to delete the lowest score level. The post-hoc comparisons for the one-way analyses appear below those for each score level, under the heading "total score range." (RC)

10. Bianchini, John C.; Vale, Carol A. *Investigation of the Appropriateness of the Anchor Test Study Equating Results for Selected Subgroups. Final Report. Appendix B.* 1975. 269p. ED 121 816

Tests/Testing

As part of an investigation of the appropriateness of the original Anchor Test Study equating results for black and Spanish-surnamed students, this Appendix lists the detailed results of the analyses for grade five, organized by vocabulary, reading comprehension, and total reading scores. For each analysis, a two-page set of results is presented. The test-pair shown in the heading is so ordered as to indicate the direction of the equivalent score transformation; i.e., actual scores on the first member of the pair were transformed to equivalent scores on the second member. The first page indicates, for each of the ethnic groups, for each of the five score sub-ranges and for the total score range, the set of descriptive statistics, including the actual N, the weighted N, the mean discrepancy, and the standard deviation. The second page contains the summary of individual comparisons of blacks vs. whites and Spanish-surnamed vs. whites at each score level included in the two-way analysis. Those instances for which the entire Spanish-surnamed group was deleted are so indicated. The highest score level was deleted in about 75 percent of the two-way analyses, and the Spanish-surnamed group in about half. It was only occasionally necessary to delete the lowest score level. The post-hoc comparisons for the one-way analyses appear below those for each score level, under the heading "total score range." (RC)

11. Bianchini, John C.; Vale, Carol A. *Investigation of the Appropriateness of the Anchor Test Study Equating Results for Selected Subgroups. Final Report. Appendix C.* March 1975. 265p. ED 121 817.

Tests/Testing

As part of an investigation of the appropriateness of the original Anchor Test Study equating results for black and Spanish-surnamed students, this Appendix lists the detailed results of the analyses for grade six, organized by vocabulary, reading comprehension, and total reading scores. For each analysis, a two-page set of results is presented. The test-pair shown in the heading is so ordered as to indicate the direction of the equivalent score transformation; i.e., actual scores on the first member of the pair were transformed to equivalent scores on the second member. The first page indicates, for each of the ethnic groups, for each of the five score sub-ranges and for the total score range, the set of descriptive statistics, including the actual N, the weighted N, the mean discrepancy, and the standard deviation. The second page contains the summary of individual comparisons of blacks vs. whites and Spanish-surnamed vs. whites at each score level included in the two-way analysis. Those instances for which the entire Spanish-surnamed group was

deleted are so indicated. The highest score level was deleted in about 75 percent of the two-way analyses, and the Spanish-surnamed group in about half. It was only occasionally necessary to delete the lowest score level. The post-hoc comparisons for the one-way analyses appear below those for each score level, under the heading "total score range." (RC)

12. *Bilingual Multicultural Materials; A Listing for Library Resource Centers.* June 1974. 76p. ED 098 975.

This listing of Spanish-English bilingual/bicultural materials for the elementary level is the end result of a materials evaluation conducted by the El Paso Public Schools. The catalog is divided into sections by type of media: kits, sound filmstrips, filmstrips, recordings, slides and transparencies, games and models, and books are discussed. Each entry contains information as to title, producer, date of publication, type of medium, contents, price, suggested Dewey classification, and grade level. Along with information as to the suitability of the contents of each entry, a recommendation is made in regard to acquisition based on classroom use of the material in more than one of the participating El Paso Elementary Schools. Appendices list sources and addresses as of January, 1974, a copy of the materials evaluation form used in the project, and the names of the evaluating teachers, listed by school. (KC)

Evaluation
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Materials

13. Boldstein, Bobbye S. "What's Cooking in the Reading Program?" *Reading Teacher.* 28:1 (22-25). October 1974.

The author presents an original way for developing interest in reading – through a bilingual cookbook. Fourth, fifth, and sixth grade children in Public School 9, Manhattan, New York City, collected, wrote up in Spanish and English, and published a recipe book with art work. While compiling this recipe book, entitled *Favorite Foods to Enjoy,* the children learned the importance of sequencing and the need for accuracy in measurement.

Materials
●
Methodology

14. Cillizza, Joseph; Devine, John M. *Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.05; Introduction to Phonics. Teacher Corps Bilingual Project* 30p. ED 106 242.

This teaching module presents a systematic development of phonic information and generalizations that are applicable to the decoding process. Upon completion of this module, participants should be able to (a) apply phonic information in decoding a list of words, and (b) identify specific phonic components. Participants complete a preassessment test, choose tasks from a list of learning activities, and conclude the module with a postassessment test. (PB)

Methodology

15. Cillizza, Joseph; Devine, John M. *Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.09; Survey and Examination of Methods and Materials for the Teaching of Reading in English. Teacher Corps Bilingual Project.* 12p. ED 106 246.

The purpose of this teaching module is to examine materials and methods in the area of reading instruction. Upon completion of the module, participants should be able to (a) explain and give an example of a published program for seven approaches to beginning reading, (b) evaluate four published reading programs, and (c) state which approach they feel would be most successful with bilingual students and why. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

Teacher Training
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Methodology
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Materials

16. Cillizza, Joseph; Devine, John M. *Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.11; The Informal Reading Inventory. Teacher Corps Bilingual Project.* 12p. ED 106 248

Teacher Training

The introduction of this teaching module states that successful construction and implementation of a reading curriculum which meets and satisfies the growth potential of individual students depends on the teacher's ability to assess individual needs. The individual reading inventory (IRI) provides a diagnostic framework for integrating and synthesizing previous modules into cohesive reading programs. The purpose of this module is to enable participants to (a) Define the four reading levels that the IRI measures; and (b) Analyze the reading behavior of students based on the informational yield of an IRI, and determine at what level the students function. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

17. Cillizza, Joseph; Devine, John M. *Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.12; Developing a Child-centered Curriculum. Teacher Corps Bilingual Project.* 10p. ED 106 249

Teacher Training
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Program
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Curriculum

This teaching module is designed to present guidelines for developing a child-centered reading program. Participants are shown how to utilize the information developed in previous modules in this sequence in order to structure a comprehensive, yet free and open, reading program. Emphasis is placed on the child as decision maker and the teacher as structurer of alternatives. Upon completion of the module, participants should be able to develop an acceptable outline for a hypothetical reading program which involves synthesizing previously developed module information. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

18. Cohen, S. Alan. *Diagnosis and Treatment of Reading Difficulties in Puerto Rican and Negro Communities.* December 1964. 7p. ED 002 479.

Remedial Reading
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Program

Reading disabilities are divided into three categories – those caused by perceptual factors, those caused by psychosocial factors, and those caused by psychoeducational factors. Poor development of visual perception constitutes a disproportionate percentage of learning disability among Negroes and Puerto Ricans in central cities. Early childhood programs in visual perception development should be developed. The psychosocial environment of disadvantaged youngsters breeds lethargy and aggression. Such students lack the training that makes a middle-class child enjoy finishing a project and that builds up frustration tolerance. They are easily defeated and, without middle-class models to emulate, their aspirations are low. School represents to them a value system that threatens them, or that bores them with its detachment from their reality. Psychoeducational factors have become apparent through experimental testing of disadvantaged children. The reliability of standardized tests is low, but school reading ability can be measured with tests designed specifically for the disadvantaged population. Disadvantaged Negro and Puerto Rican children have trouble moving from the printed word to the heard or spoken word to the experience. They lack training in recognizing similarities and differences, structure and no structure, organization and disorganization. They lack concepts of time or chronology. They lack concepts for words, and when they are familiar with a concept, they lack the words that symbolize it. These children need to be taught what they have not learned to do. They need to be taught the alphabet, to hear sounds in words, and to associate sounds with phonograms. Teachers should present, sequentially and thoroughly, every fine, specific behavior necessary for children to be able to read.

19. Colombani, Serafina. *Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.13; Teaching Reading Affectively/Effectively in a Bilingual Program. Teacher Corps Bilingual Project.* 13p. ED 106 250

The introduction to this teaching module states that mounting research evidence supports the linguistic and academic benefits of early instruction through the vernacular, based on the premise that non-English speaking students who learn to read in the vernacular (and accelerate their conceptual development in their mother tongue as they learn English) will not become academically retarded; they will in fact learn English more efficiently and their feeling of "belonging" to the majority culture might be established. The purpose of this module is to enable participants to do the following: (a) Identify their *feelings about nonstandard dialects* and discuss how teacher attitudes affect teaching in the vernacular; (b) Define an English as a Second Language (ESL) Approach, a Transitional Bilingual Approach, and a Balanced Bilingual/Bicultural Approach; and (c) Write a vernacular reading lesson including an affective, a cognitive, and a psychomotor objective. Participants complete a preassessment test, choose tasks from a list of instructional alternatives, and conclude the module with a postassessment test. (PB)

Methodology
●
Dialect
●
Attitudes

20. Cramer, Ronald L. "Dialectology – A Case for Language Experience." *Reading Teacher.* 25:1 (33-39). October 1971.

The problems of the dialect different child learning to read standard English materials at the initial stages are discussed. The language experience approach is suggested as the best solution, and its usefuiness over other methods is explored.

Methodology
●
Dialect

21. Dearmin, Jennie. *Unlocking the Door to Literacy.* 1970. 7p. ED 046 621.

Investigated in this pilot experiment was a reading readiness program designed to introduce to kindergarten children the prereading skills necessary for later success in reading. Eighty-one children, primarily of Spanish origin or Negro, participated in the study. The 42 experimental subjects received instruction in the reading readiness program, while the control group did not. At the end of the school year, the Murphy-Durrell Reading Readiness Analysis was administered to all children. The results were presented according to ethnic distribution and stanine-percentage range distribution of the experimental and control groups. In the experimental group, 37 percent of the boys and 61 percent of the girls scored above the sixth stanine; none of the control subjects scored above the sixth stanine. It was concluded that most of the children in the experimental program were ready for formal reading instruction upon entering first grade. Related to this study is a report by the same author in which she describes the kindergarten reading readiness program. The clearinghouse access number for this study is RE 003 185. Tables are included. (DH)

Reading Readiness
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Program
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Research

22. Digneo, Ellen Hartnett; Shaya, Tila (Eds.). *The Miami Linguistic Reading Program, 1965-68. Report.* August 1968. 22p. ED 029 724.

Information related to the implementation of the Miami *Linguistic* Reading Program for Spanish-speaking and American Indian children in 6 New Mexico school systems is presented. School systems utilizing and reporting on the program are: (1) the West Las Vegas School System; (2) Anton Chico Elementary School in Santa Rosa; (3) Pojoaque Valley Schools; (4) River View Elementary School in Alburquerque; (5) Washington Elementary School in Las Cruces; and (6) Navajo Elementary School in the Gallup-Mckinley School System. Topics discussed in relation to each program include program objectives (such as complete mastery of English as a Second Language), innovations developed, pupil and visitor reactions, and program evaluation. (EV)

Method
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Program
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Evaluation

23. Easterling, Ross E; Stevens, Francis A. *Reading Achievement of Lower Socioeconomic Level Mexican American Students.* November 1972. 19p. ED 068 221.

Research
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Achievement
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Readiness
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Tests/Testing

The purpose of the study was to determine if measures of first grade readiness, scholastic aptitude, and reading achievement were significant predictors of reading achievement at the end of third grade for Mexican American students from 2 lower socioeconomic levels. Students (47 boys and 47 girls) who had completed their third year in the sustained primary program for bilingual students in Las Cruces, New Mexico, were placed in 9 subgroups. The predictor variables were the 13 tests from which the prediction of third grade reading achievement was made. The data were analyzed by 2 procedures: (1) A Multiple Regression Analysis to determine the relationship between a combination of the 13 tests utilized for prediction and third grade reading achievement and (2) A Stepwise Multiple Regression Analysis which identified the individual contribution of each of the 13 tests to the prediction of third grade reading achievement. Findings indicated that a significant multiple correlation existed between the 13 first grade tests used and third grade reading achievement at the .05 level of confidence for (1) total sample of boys, (2) total sample of social class iv, and (3) total sample of social class iv girls. The report reviewed literature dealing with the effects of social class and/or minority group membership upon test performance and the effect of sex differences on school achievement test scores. (NQ)

24. *An Evaluation of Improving the Teaching of English as a Second Language in Poverty Area Schools.* August 1970. 80p. ED 058 363.

Program
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Evaluation
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Methodology
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Materials
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Teacher Training

The ESEA Title I sponsored program "Improving the Teaching of English as a Second Language, K-12" (in the School District of the City of New York) was in its third and final year during the school year 1969-70. The programs under consideration in this evaluation are the Linguistic Reader Projects (Merrill and Miami) and the Implementation of the English as a Second Language Program in Poverty-Area Schools in New York City. The focus of the Miami and Merrill Reader Projects was to be on a linguistic approach to the teaching of beginning reading. Instruction was to be provided by the regular classroom teacher in part of the time regularly scheduled for language arts. Workshops for all classroom teachers in the project were to be provided to focus on principles and methods of the respective series and an oral language program using the methods and materials of English as a second language to reinforce the materials and methods of the reading series. The focus for the second component was to include for early elementary, late elementary, and secondary schools, a central English-Second Language Staff, assignment of 35 specially trained teachers to those poverty area schools with the most serious needs, and a special administrator specializing in the problems involved in implementing these activities and responsible for all personnel. (Author/JM)

25. *An Evaluation of Teaching English as a Second Language in the Public Schools.* September 1969. 68p. ED 058 364.

Program
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Materials
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Evaluation

During the academic year 1968-69, the ESEA Title I sponsored "Teaching English as a Second Language in the Public Schools" (in the New York City Board of Education) was in its second of a projected three year program. The programs under this grant which are being considered in this evaluation are the Pilot Projects Using Linguistically-Oriented Materials and the Reception Class Project (Non-English). The focus for the former is on a linguistic approach to the teaching of beginning reading and, for the latter, on teaching Enlgish to non-English speaking pupils (especially new arrivals from Puterto Rico) on helping them adjust to school life, and on teaching the basic skills. The purpose of the evaluation was to determine the effectivness of the teaching and learning situation as it involved the cited programs and to determine the effectiveness of the materials themselves with reference to the particular group of students with whom they were being used,

namely students of English as a Second Language. Since such standardized tests as the Metropolitan Reading Tests are of doubtful validity when used with non-native speakers of English because of the linguistic problems involved, it was decided that no normalized instruments would be used during the second year of the evaluation. The basic data was provided by interviewing program personnel, questionnaires for the teachers, and an intensive analysis of the text materials used in the programs. (Author/JM)

Tests/Testing

26. *An Evaluation of District Decentralized Projects – ESEA Title VII Programs – In Community School District 14 of the New York City Public School System. Final Report.* July 1973. 27p. ED 094 012.

This is the final report of the Institute for Educational Development's evaluation of District 14's 1972-73 Title VII, 1965 Elementary Secondary Education Act, program. The Bilingual Early Childhood Center Program has completed its third year of operation. This year the program served approximately 200 students divided into seven classes; one prekindergarten, two kindergarten, two first grade, and two second grade classes. The staff included a project director, two community-liaison workers, seven teachers, and 11 paraprofessionals. About 85 percent of the students were Spanish-dominant. The aim of the bilingual program is to offer a school program in which children receive instruction in both English and Spanish depending on language dominance. According to long-range objectives in the area of academic performance, students should be at or above grade level in listening, speaking, reading, and writing in English by the end of the fourth grade. Furthermore, children should also be competent in Spanish. Another long-range goal is the creation of a positive orientation toward school. The instructional program consisted of language arts, mathematics, science, social studies, music, arts and crafts, and story-telling. The Distar instructional program was used for language arts and reading. (Author/JM)

Program
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Evaluation

27. Fowler, Elaine D. "Reading Improvement of Spanish-speaking First-grade Children." *Reading Improvement.* 10:3 (7-11). Winter 1973.

A study was conducted to determine the extent to which the listening capacity of Spanish-speaking first grade children (as measured by the Brengelman-Manning Linguistic Capacity Index) could predict reading achievement (measured by the subtests of the Metropolitan Achievement Test, Primary I Battery). Results indicate that listening capacity is associated with reading achievement.

Research
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Achievement
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Auditory Discrimination

28. Gledich, Nicholas M. "Field Study in a Bilingual School." *Language Arts.* 53:4 (407-409). 1976.

The need for field experience as a part of teacher training is emphasized, especially when learners are from lower socioeconomic classes.

Teacher Training

29. Goodman, Lillian. "Juan's Right to Read." *American Education.* 6:6 (3-6). April 1970.

The need for reading instruction to capitalize on the child's experiences is emphasized. The Language Experience Approach, used for teaching reading at the Whisman Regional Reading Clinic, California, to Mexican-Americans and children from lower socio-economic families, is discussed.

Methodology

30. Herbert, Charles H., Jr. *Initial Reading in Spanish for Bilinguals.* November 1971. 19p. ED 061 813.

Note: Conference on Child Language, Chicago, Illinois, November 22-24, 1971.

Program
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Evaluation
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Methodology
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Report

"Initial Reading in Spanish" is a project designed to produce a detailed, descriptive analysis of procedures used to teach Spanish-speaking children in the United States to read in their native language. This document describes the procedures in developing and evaluating such a reading program. The initial step in the program was to observe Spanish reading instruction in several Mexican schools. Observations of procedures and methods used in Mexico were used to devise a program tested in four locations in the United States. Several forms were developed to standardize the procedures for evaluating the program. Extensive videotaping was done in the four experimental classrooms. The final report on the project shows the results of the observations and evaluations made during the project and describes the teaching methodologies that were used. This report summarizes the teaching methodologies and the general results of the project. (VM)

31. Hickman, James L. *The Arlington-Harquahala Story; A Step Forward Program for the Education of Migrant Children.* 1970. 20p. ED 048 974.

Community Support
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Parental Support
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Program
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Methodology
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Curriculum

The Arlington "step forward" project, in operation since the summer of 1968, was developed to meet the specific needs of migrant children with emphasis on the Mexican American migrant child. The primary objectives were to improve health and nutrition, to replace traditional approaches with an enlightened curriculum, and to provide an enriched social and cultural environment. The "listen look learn" system of beginning reading instruction was used to provide a more individualized approach to teaching reading and communication skills. Extended day classes were provided twice a week for further activities in language development and social adjustment. Two creative projects used in the 1970 summer program and continued in the regular school program were a musical drama project to encourgage expression, imagination, and self-confidence, and social dancing for upper-grade youth and parents to strengthen community relations and home-school relations. Cooperation between local organizations and the school resulted in the provision of health services, clothing, and gifts for the migrant children. (JH)

32. Hillerich, Robert L. "Beginning Reading Program for Mexican American Children." *National Elementary Principal.* 50:2 (80-84). 1970.

Research
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Program
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Methodology

Describes the ERMAS experiment in reading for Mexican Americans. While learning to read in Spanish, the child simultaneously learns to speak English through the aural/ oral approach.

33. Holmes, Jack; And Others. *The Teaching of Beginning Reading by Use of the Initial Teaching Alphabet.* 1967. 9p. ED 031 341.

Methodology
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Program
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Research
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Evaluation
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Achievement

Teaching beginning reading using the Initial Teaching Alphabet (I.T.A.) was experimented with in a project which had the dual purpose of (1) Providing educators with the opportunity to observe the use of I.T.A., and (2) Determining the effectiveness of I.T.A. with Mexican American bilingual children. Twenty I.T.A. demonstration classes representing various socioeconomic levels were established in the Stockton Unified School District and Tracy Public Schools in California allowing educators to observe the program. The second objective was accomplished by establishing 18 I.T.A. experimental classes and 20 Traditional Orthography (T.O.) control classes. The same basal readers were used by both groups and both were administered the same array of tests. Results of the experimental I.T.A.

group showed achievement significantly above the T.O. control group. However, it was concluded that it was too early to make any definitive conclusions regarding the use of I.T.A. with bilingual disadvantaged children and that a second year of the project should provide more definitive information. Tables are included depicting the results. This project was funded under Title III of the Elementary and Secondary Education Act. (CM)

34. Horn, Thomas D.; Hernandez, Carmela. *Standardized Testing and the Spanish-speaking Minorities: Looking Beyond the Correlations.* 1976. 16p. ED 126 427.

This paper contains a critical evaluation of the research conducted by O.L. Davis and Carl Personke on the use of reading readiness tests in English and Spanish for Spanish speaking elementary school pupils. Davis and Personke indicated that, when Spanish speaking first graders were tested in both English and Spanish, most of the differences were not significant. The authors of this critique arque that Davis and Personke misinterpreted their data and that the result has been a continued misuse of standardized tests for Spanish speaking pupils. One of the objections was that insufficient attention was given to language dominance factors and to the identification of pupil characteristics other than language. Another problem was that the nature of the population distributions contributing to the correlations between predictor and criterion measures had not been carefully analyzed. (MKM)

Research
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Evaluation
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Reading Readiness
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Tests/Testing

35. Hosford, Ray E.; Bowles, Stephen, A. "Determining Culturally Appropriate Reinforcers for Anglo and Chicano Children." *Elementary School Guidance and Counseling.* 8:4 (290-300). May 1974.

Fourth, fifth, and sixth grade summer school children were allowed to chose their own reinforcement for performing a particular task; namely, reading. Results indicate that there was significant improvement in reading ability.

Research Methodology

36. Howell, Maryon. *A Study of the Effects of Reading upon the Attitudes of Fifth Graders Toward Mexican Americans.* 1973. 154p. ED 098 561.

Note: Ph.D. Dissertation, Southern Illinois University

Designed to test the effectiveness of reading as a factor in changing attitude, this study was based on three hypotheses: Reading taught in the normal classroom could be the media through which positive attitudes toward Spanish Americans are fostered; there would be no significant difference between the scores of boys and girls and the children's attitudes; and there would be no significant difference between levels of intelligence and the children's attitudes. Of the 137 fifth-grade subjects used, 43 were used as a control group, 45 as a ten-week instruction group, and 49 as a five-week instruction group. Ten stories about Mexican Americans, all presenting positive attitudes, were used in the two instructional groups. Significant differences were indicated for the ten-week group, for three of four evaluations: The Semantic Differential, the Social Attitude Scale, and The Purdue Master Attitude Scale. Only one test – the social attitude scale – indicated significance for the five-week instruction group. Neither sex nor intelligence was found to play a significant role in differentiating attitudes toward Mexican Americans. (Author/HOD)

Attitudes
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Research

37. Huzar, Helen. *The Effects of an English-Spanish Primary-Grade Reading Program on Second- and Third-Grade Students.* May 1973. 83p. ED 085 683.

This study sought to determine whether there would be any significant difference in the scores on an English reading test between second and third grade Puerto Rican students

Research
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Program
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Achievement

in a bilingual program, and second and third grade students in the same school, but not in the program. The subjects, 160 predominantly disadvantaged Puerto Rican students, were described according to their reading readiness test scores, ages, grades, and sexes. The experimental group received bilingual reading instruction for two and three years respectively. The control group received instruction in English only. All subjects were administered the Test of Reading. The "t" tests revealed no significant differences between the experimental and control groups for both second and third grade. However, they did reveal that the boys in the experimental group received scores that were significantly higher than the scores of the boys in the control group. No significant differences was found among girls. The results of the study indicated that the program was partially successful in meeting the needs of bilingual students. (LL)

38. Jorstad, Dorothy. "Psycholinguistic Learning Disabilities in Mexican-American Students." *Journal of Learning Disabilities.* 4:3(143-9). 1971.

Research
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Tests/Testing
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Auditory Discrimination
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Interference.

In a rural elementary school in southern California, twenty Mexican-American students with severe reading difficulties were given the Illinois Test of Psycholinguistic Abilities (ITPA). The findings point out the need for additional help in the area of auditory discrimination.

39. Kniff, Lotus M. *Linguistic Development among Mexican-American and Anglo Primary Students in the Public Schools. Final Report.* November, 1972. 52p. ED 073 480.

Research
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Materials
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Methodology

As a result of the interest in variables affecting language development, and because of concern with disadvantaged groups, this study, involving 134 first and second grade Mexican-American and Anglo students, investigated five questions: (1) is language development affected by high structured instructional materials and procedures which teach specific skills? (2) Does training in the speed of perception and oculomotor control aid in language development? (3) Is the traditional language arts program adequate for language development? (4) Do attention and intelligence affect language development and are there interaction effects among these variables and differing instructional methods? and (5) are there any differences in language development among Mexican-American students exposed to different instructional methods? Results indicated significantly higher reading means for both first grade experimental groups than for controls; visual perception did not affect reading performance; significant differences were found only at grade one among Mexican-American students; and no significant group differences on any variables existed among second grade groups.

40. Knight, Lester Neal. *A Comparison of the Effectiveness of Intensive Oral-Aural English Instruction, Intensive Oral-Aural Spanish Instruction, and Non-Oral-Aural Instruction on the Reading Achievement of Spanish-Speaking Second- and Third-Grade Pupils. 1966-67 (year three) Findings.* August 1969. 233p. ED 045 956.

Note: Ph.D. Dissertation, University of Texas, Austin. August, 1969.

Achievement
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Program

Through analysis of data collected during the third year of the San Antonio language project (1966-67), this study attempts to evaluate the effect of three treatments on reading achievement: intensive oral-aural English instruction (OAE); intensive oral-aural Spanish instruction (OAS); and non-oral-aural instruction (NOA). It involved two sample groups: third graders who had been exposed to the same treatment for three years; and second graders who had had the same treatment for two years. The study design was concerned with treatment main effect (is one treatment generally more effective than other treatments?); with pretest main effect (do children who score high, middle, or low

in the fall tend to perform similarly in the spring also?); and with interaction (Does the difference between treatments vary according to pretest scores?). Conclusions indicate that children who score high, middle, or low on the pretest almost always score similarly on the posttest, regardless of the sample or test use. The limited number of significant interaction effects indicate that the difference between treatments does not often vary significantly according to pretest scores. Findings do not support the OAS treatment as an effective tool for improving reading achievement for the population under study. Further implementation of this method should perhaps be limited to truly bilingual teachers. (AMM)

Research • Evaluation • Methodology

Document not available from EDRS.
Available from: Learning Disabilities Center, University of Texas, Austin, Texas. 78705. ($4.50 plus $0.19 tax and $0.50 postage).

41. Larson, Anna Marie Gustafson. *Instruction by Tutoring of Third Grade, Bilingual, Inner-city Children in Meaning Vocabulary.* 1975. 176p. ED 110 934.

Note: Ph.D. Dissertation, University of Illinois, Urbana-Champaign.

The relative value of individual or small group tutoring and isolated or contextual phrase presentation on the reading achievement scores, self-concepts, and reading attitudes of 78 inner-city third-grade Mexican-American subjects was explored in this study. All subjects received regular classroom reading instruction. But the contrast group was instructed in mathematics facts during the time that the experimental groups received individual or small-group tutoring on isolated words or words in context. No significant differences were found between individually and group-tutored subjects or between isolated word or context presentation when reading achievement was measured by vocabulary, comprehension alone, and combined vocabulary and comprehension. No significant difference was found between each of the experimental groups and the control group (which received no word instruction). All experimental subjects demonstrated a significant difference between pretest and posttest vocabulary scores. The findings suggested that absenteeism affects school reading achievement, there is a positive relationship between verbal intelligence and reading achievement, and tutoring results in improved self-concepts and attitudes toward reading. (Author/MKM)

Research • Method • Achievement • Attitudes

42. Larson, Mary Jayne; Inouye, Margaret A. "A Total Involvement Reading Program." *Elementary English.* 51:2 (249-250, 294). February 1974.

A successful program conducted in Hawaii for teaching beginning reading to children of Filipino ancestry is described. The children had problems in listening, interpreting, and expressing their ideas in English. Incorporating Filipino culture into the reading and language arts program became "a stepping stone towards success." Selections were made from Filipino folktales and legends, and children provided the art work, which was photographed and made into filmstrips. Thus, parents, teachers, and pupils were involved in developing "an individualized, multi-media reading program."

Program • Materials

43. Levenson, Stanley. "The Language Experience Approach for Teaching Beginning Reading in Bilingual Bicultural Programs." *Hispania;* 55:2 (314-319). May 1972.

The advantages of the language experience approach for teaching reading in the native language and English to elementary school students in a bilingual program are discussed. Sample stories written by students (in Spanish and English) at different levels are included. Since the above approach enables teachers to individualize reading instruction, the author's contention is that it would help to enhance the self-esteem of the students.

Methodology • Program

44. Levine, Naomi. *The Lessons of P.S. 192.* December 1966. 3p. ED 016 743.

Achievement
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Program
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Curriculum

P.S. 192 in New York City's Harlem has demonstrated that Negro and Puerto Rican students can achieve in a racially isolated ghetto elementary school under the leadership of a dedicated principal. Since 1962, with a change of administrator all first- and second-grade pupils have received 45 minutes of reading instruction three or four times a week, and those children in grades three to six who still require such instruction continued to receive it. These lessons are conducted in seven special reading centers set up throughout the school for this purpose. Posted in the principal's office are individual reading charts which follow the reading program of each child. Teachers are considered accountable for their pupils' progress, and teacher morale is high because of this atmosphere of concern in the school. About 90 percent of the teaching staff are "regulars" and teacher absenteeism is infrequent. Citywide tests administered in the school in May 1966 revealed that 60 percent of the pupils in each grade were reading at grade level, and that the school average for fourth graders taking the Iowa Test of Educational Development in Mathematics was at the 99 percentile. The fact that the board of education has not publicized this success raises some questions. This article is published in the "Congress Bi-weekly," Volume 33, December 19, 1966. (LB)

45. Littky, Dennis; Bosley, Lenora. *A Contingency Management Program in Urban School Classrooms.* April 1970. 30p. ED 041 966.

Note: Paper presented at the Eastern Psychological Association, April, 1970.

Program
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Teacher Training
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Research
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Achievement
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Classroom Management
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Parental Support
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Community Support

The project described in this study was implemented in the Ocean Hill-Brownsville Demonstration School District, Brooklyn, to train teachers and paraprofessionals (parents from the community) to work within their present structures, using the principles of behavior analysis as a means for teaching children to read, for controlling behavior problems, and for conducting more efficient classrooms. The project was conducted in an inner city elementary school whose population was 85 percent black, ten percent Puerto Rican, and five percent white, the subjects being from five second grade classes. In experimental and control classes, data were collected by observation of the children for 20 minutes per day, five days per week. Five one-hour workshops were conducted for the teachers and paraprofessionals to introduce a motivational and behavioral management program, and to teach a contingency management system. Further training was provided by bi-weekly meetings to discuss progress and problems. Results showed an increase in the experimental classrooms of the average percentage of children working on their programed reading books, compared to no increases in the control classroom. Test formats and results, charts, and a bibliography are appended. (RJ)

46. Lucas, Marilyn S.; Singer, Harry. "Dialect in Relation to Oral Reading Achievement: Recoding, Encoding, or merely a Code." *Journal of Reading Behavior.* 7:2 (137-48). Summer 1975.

Phonology
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Research
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Dialect
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Interference
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Achievement

Among Mexican-American children at the third grade level the degree of Spanish heard at home was negatively correlated to syntactical ability, which in turn was positively correlated to oral reading achievement. The study supports the hypothesis that dialect tends to interfer in oral reading on the syntactic but not on the phonological level. This interference might diminish as more competence in English is acquired.

47. Mans, Rolando. *An Experimental Approach to the Teaching of Reading in Spanish at the Primary Level.* September 1971. 103p. ED 056 602.

Note: Master's Thesis, Sacramento State College, Sacramento, California.

An experiment in the teaching of reading in Spanish to second- and third-grade students, conducted by the author at the Ethel Phillips Elementary School, utilizes a modified version of Dr. Laubach's "Syllabic, Analytic-Synthetic" method of language instruction. In this approach, vowels are combined in succession with each of the consonants to build syllables. Syllables are combined to form words, and these are then used to build sentences. Pictures for each key word are presented for association. Results indicate that success in school of children from Spanish-speaking homes may be directly related to the concept of self-identity. It is suggested that development of programs leading to curriculum-wide literacy in Spanish is considered by authorities in bilingualism to be one of the key factors in raising the Spanish-speaking child's level of expectation in his academic achievement. Major chapters in this study discuss: (1) The problem and definition of terms, (2) Review of related literature, (3) Procedures of the study, (4) Analysis of data, and (5) Summary, conclusions, and recommendations. A Bibliography and an Appendix containing sample lessons and measurement tools are included. (RL)

Research • Methodology

48. Marjana, Pat. "Success in a Bilingual First Grade." *Hispania;* 58:2 (330-332). May 1975.

A successful first grade bilingual program which has been in operation for six years is described. Each class has a maximum of twenty-five children with a ratio of fifteen native Spanish speakers to five English speaking children. Since first grade is one of the most important years for attitude formation, the program emphasizes ego development. Language skills are developed both in English and Spanish simultaneously, but reading skills are taught first in the child's native language. Later the child learns to read in the second language.

Program • Attitudes

49. Martínez, Emiliano; And Others. *Mira y lee; Libro de lectura 1, nivel 1 (Look and Read; Reader 1, Level 1).* 1972. 80p. ED 084 899.

Note: In Spanish.

This reading textbook contains a series of stories designed to relate to the natural interest of the school child. Students learn about a Puerto Rican family living in New York. New vocabulary is introduced gradually for the student to memorize. Included are exercises in oral expression and comprehension, auditory discrimination, intonation, pronunciation, and visual discrimination. The book contains many color illustrations. (Author/SK)

Materials

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520.

50. Martínez, Emiliano; And Others. *Lee y trabaja: Libro de lectura 2, nivel 1 (Read and Work: Reader 2, Level 1).*

Note: In Spanish

This reading textbook, the second of a series, is an anthology of stories designed to relate to the natural interest of the elementary school child. On this level the number of words to memorize is increased (on the average, four per unit) while at the same time, the study of word variants is introduced to begin analysis exercises based on the configu-

Materials

ration of each. The exercises of auditory discrimination are completed with the visual recognition of normal endings – diminutives, verbs, etc. Stress is paid to the intonation and writing of the letters. The tests which students must read increase in complexity – from the phrase to the sentence. The book contains many color illustrations. (SK)

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520

51. Martínez, Emiliano; And Others. *Trabaja y aprende: Libro de lectura 3, nivel 1 (Work and Learn: Reader 3, Level 1).* 1972. 104p. ED 084 901.

Note: In Spanish.

Materials

This reading textbook, the third of a series, is an anthology of stories designed to relate to the natural interest of the elementary school child. In the book, students learn about a Puerto Rican family living in New York. Attention is paid to visual and auditory discrimination of consonant groups and normal endings. Included are exercises which are intended to perfect pronunciation and intonation. Work is begun on the reading of symbols such as dashes, accents, and numbers. New vocabulary words are introduced with greater frequency. The book contains many color illustrations. (Author/SK)

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520.

52. Mathewson, Grover C.; Pereyra-Suarez Oenise M. "Spanish Language Interference with Acoustic-Phonetic Skills and Reading." *Journal of Reading Behavior.* 7:2 (187-196). Summer 1975.

Interference
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Research
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Auditory Discrimination

The effects of Spanish language interference on auditory conceptualization and reading were tested among second grade Mexican-American children. It was concluded that although auditory comprehension is strongly related to reading, Spanish language interference with auditory conceptualization does not effect the reading skill.

53. Matos, Reinaldo; Matos, Ana. *Ladrillo and Tales of Juan Bobo: Puerto Rican Folk Tales.* 1973. 33p. ED 112 672.

Materials

These two illustrated elementary readers contain the Spanish and English versions of the Puerto Rican folk tales, "Ladrillo" and "Cuentos de Juan Bobo." They are part of a series of reading materials for elementary-level migrant children. These materials are intended to help the child relate to his culture, develop interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK)

Available from: Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Conn. 06517.

54. Matos, Reinaldo; and others. *María Santa la Torre: A Puerto Rican Folk Tale.* 1973. 31p. ED 112 673

These two illustrated elementary readers contain the Spanish and English versions of a Puerto Rican folk tale, "María Santa La Torre." They are part of a series of reading

materials for elementary-level migrant children. These materials are intended to help the child relate to his culture, develop interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK) **Materials**

Available from: Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Conn. 06517.

55. Matos, Reinaldo; And Others. *Lunaria and Solario: A Puerto Rican Folk Tale and Teacher Guide.* 1973. 39p. ED 112 674.

These two illustrated elementary readers contain the Spanish and English versions of a Puerto Rican folk tale, "Lunaria y Solario," accompanied by a teacher's guide in both languages. They are part of a series of reading materials for elementary-level migrant children. The teacher's guide provides suggestions for activities and outlines their objectives. These materials are intended to help the child relate to his culture, develop an interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK) **Materials**

Available from: Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Conn. 06517.

56. Matuszek, Paula A.; Oakland, Thomas D. *A Factor Analysis of Several Reading Readiness Measures for Different Socioeconomic and Ethnic Groups.* 1972. 9p. ED 068 909.

Note: Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April, 1972.

First grade students stratified on the basis of their racial-ethnic and socioeconomic status (SES) were studied to determine factors measured by several readiness (aptitude) tests and to learn whether these factors differed for the children from the various groups. SES was determined by Father's occupation, or if absent, mother's occupation: the identification of racial-ethnic backgrounds was left to the teacher. Six groups of children were finally chosen: middle and lower class Blacks, Mexican-Americans, and Anglo-Americans. The major observation drawn from the data was that factors derived from the tests differed markedly across groups. It was further concluded that present tests were inefficient in that several subtests seemed to measure the same factors. Data also indicated that tests could not be used interchangeably with children from different SES and racial-ethnic backgrounds. (Two tables of factor loadings and a reference list are appended.) (HS) **Reading Readiness** • **Research**

57. Mattila, Ruth H. "As I See Spanish-speaking Students." *Reading Teacher.* 26:6 (605-8). March 1973.

Some observations of the social behavior of Spanish-speaking students in the fifth through eighth grades from northern New Mexico are reported. The conclusion is that Spanish-speaking students are both a challenge and source of potential friendship to teachers who want to help them. **Culture**

58. Melnick, Susan L. *Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.16; Reading for English as a Second Language. Teacher Corps Bilingual Project.* 13p. ED 106 254.

Teacher Training

This training module provides participants with a theoretical overview of both process and skills of second-language reading, as well as practical classroom applications. Upon completion of the module, participants should be able to (a) Differentiate between three categories of second-language readers, (b) Explain developmental reading stages, (c) Design a teaching activity to combat native-language interference, (d) Design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on one or more of six specific approaches to reading instruction, and (e) Design a teaching activity for advanced-level reading. Participants complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (PB)

59. *The Miami Bilingual Program.* June 1965. 5p. ED 001 693.

Program • Materials

In the bilingual school, one of four parts of the bilingual program, non-English speaking pupils at all levels are classified on the basis of their proficiency in English and grouped homogeneously according to their language ability. English is presented as a second language. Audiolingual techniques are emphasized, but reading and writing also receive attention. A student advances according to his ability. The school began in 1963 with summer workshops for teacher training and materials development. Sixteen groups of first, second, third and fourth grade pupils, half of whom are native speakers of spanish and half, native speakers of English, are involved in the school program. Teachers and pupils work in their own language for approximately half the day and in the second language for the other half. Except for the use of both English and Spanish as instructional media, the instructional program is comparable to that of other Miami Elementary Schools. Other parts of the Ford Foundation Project (To expire on December 31, 1965) are – (1) The preparation of language and reading materials for intensive use with children entering school able to speak English or to read or write in either their vernacular or English, (2) An adaptation of the language textbooks (Fries American English Series) originally developed for Puerto Rican children, and (3) The preparation of guide and audiovisual materials for teachers of non-English speaking pupils.

60. Michel, Joseph. *Teaching Spanish Reading to the Spanish Dominant Child.* October 1971. 21p. ED 083 866.

Parental Support • Achievement • Readiness

This paper makes the following points concerning the teaching of Spanish reading to the Spanish dominant child: (1) encourage parents to begin teaching their children to read as early as possible, (2) teach reading first in the mother tongue of the child, the language the child knows best, (3) isolate and solve the difficulties the child finds most troublesome, (4) vary the kinds of reading materials, (5) maintain a high level of interest, (6) choose challenging selections, and (7) encourage as much individual reading as possible. (Author/SK)

61. *Model Programs: Reading, Remedial Reading Programs, Pojoaque, New Mexico.* 1971. 30p. ED 053 890.

Program • Remedial Reading • Materials

The elementary school in Pojoaque, New Mexico, has recently developed a remedial reading program for children in grades 2 to 4. Eighty-three children participated in 1969-70. As the population of the area is 76 percent Spanish-American, 12 percent Indian, 12 percent white, and less than 1 percent black, work in the program focuses on language and communication problems. Children work in remedial reading groups 25 to 30 minutes daily. Activities are divided between individual and small group work. Textbooks and workbooks are used for skill development, and high interest library books, filmstrips, and a tape recorder are used for motivating pupil interest. Pretest and post-test scores on the

Gilmore Oral Reading Placement Test, administered primarily for individual diagnosis, indicated that the months of progress in accuracy and comprehension generally exceeded the number of months the children spent in the program. References and a list of materials used are included. (AL)

62. *Modular Sequence: Teaching Reading to Spanish-speaking Students. Instructor's Guide. Teacher Corps Bilingual Project.* 1974. 15p. ED 106 237.

This instructor's guide states that the objective of this modular sequence is to provide teachers with an awareness of the methods and materials used for teaching reading to Spanish-speaking students. The guide explains that there are 17 modules in the sequence and that participants should be able to arrive at a practical understanding of major concepts concerning the teaching of reading through selected readings, options to develop their own instructional activities, practical clinical applications, aduio-visual materials, interaction with resource people and peers, and consultation of cross-referenced materials. An extensive bibliography is included. (PB)

Teacher Training
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Methods
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Materials

63. Moylan, María; and others. *Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.01; Reading for the Spanish-speaking Child; An Overview. Teacher Corps Bilingual Project.* 1974. 48p. ED 106 238.

This teaching module is an overview which, together with the modular sequence that follows, is designed to enable participants to make an informed choice as to the appropriate approach for teaching reading to Spanish-speaking students. Upon completion of this module, participants should be able to (a) Discuss current english reading programs for Spanish-speaking students, (b) Identify components of the vernacular approach to teaching reading, (c) Explain and evaluate the rationale and research for the vernacular approach to teaching reading, and (d) Describe tentative outlines of the reading program which seems most feasible for Spanish-speaking students in the participant's own school situation. Participants also complete a preassessment test, choose tasks from a list of learning activities, and conclude the module with a post-assessment test. (Readings entitled "An Overview of the Vernacular Approach to Teaching Reading to Spanish-speaking Students," "Region I Literacy Lesson: A Bilingual Reading and Writing System for Speakers of Spanish as a First or Second Language," "Development of Pre-reading Skills in a Second Language or Dialect," and "Bilingual Reading for Speakers of Spanish" are included.) (PB)

Teacher Training

64. McNeil, John D. *Adapting a Beginning Reading Program for Spanish-speaking Children.* February 1968. 7p. ED 016 602.

A beginning reading program for Spanish-speaking children is reported. A study sponsored by the Southwest Regional Laboratory for Educational Research and Development (SWRL), developed learning sequences for a beginning reading program for kindergarten classrooms with Spanish-speaking children throughout the Southwest region. Each of 21 10-minute programed lessons developed was presented through a tape recorder and visual displays on cards to Spanish-speaking preschool children. Each child was required to make about 60 oral respones during each lesson. Instructions in English were gradually substituted for instructions in Spanish only after the child had mastered the task. The child was always asked to respond in English. Correct feedback was provided through prompting and confirmation. The test scores of Spanish-speaking children who received instruction through this programed adjunct, when compared with the test scores of English-speaking children who received regular classroom instruction, supported the thesis that it is possible to increase the probabilities of reading success for Spanish-speaking

Program
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Curriculum
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Methodology
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Materials
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Achievement

children after careful identification of learner tasks and selection of instructional practices that elicit the desired response to printed stimuli. This paper was presented at the American Education Research Association Conference (Chicago, February 6-10, 1968). (NS)

65. Narang, H. L. "Improving Reading Skills of Indian Children" *Elementary English.* 51:2 (190-192). February 1974.

Materials
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Attitudes
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Curriculum

Reasons for the failure of American Indian Children in learning to read are discussed. Need for changes in curriculum is emphasized and suggestions are made for the selection of books and materials. Teachers' attitudes toward the children's culture are also discussed.

66. Peniche Leger, María Elena. *Tecnologia educativa: Lengua nacional I. Guiones didacticos para el profesor. (Educational Technology: National Language I. Teacher's Guide).* 1972. 210p. ED 083 853.

Note: In Spanish.

Materials
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Teacher Training

This is the first in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N. J. 08520. ($3.50).

67. Peniche Leger, María Elena. *Tecnología educativa: Lengua nacional 2. Guiones didácticos para el profesor. (Educational Technology: National Language 2, Teacher's Guide).* 1972. 144p. ED 083 854.

Note: In Spanish

Materials
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Teacher Training

This is a second in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520. ($3.50).

68. Peniche Leger, Maria Elena. *Tecnología educativa: Lengua nacional 3. Guiones didácticos para el profesor. (Educational Technology: National Language 3. Teacher's Guide).* 1972. 144p. ED 083 855.

Note: In Spanish

Materials
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Teacher Training

This is a third in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520.

69. Peniche Leger, María Elena. *Tecnología educative: Lengua nacional 4, Guiones didácticos para el profesor. (Educational Technology: National Language 4, Teacher's Guide).* 1972. 144p. ED 083 856.

Note: In Spanish.

This is the fourth in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

Materials
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Teacher Training

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08530.

70. Peniche Leger, María Elena. *Tecnología educativa: Lengua nacional 5. Guiones didacticos para el profesor. (Educational Technology: National Language 5. Teacher's Guide).* 1972. 145p. ED 083 857.

Note: In Spanish.

This is the fifth in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

Materials
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Teacher Training

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520.

71. Peniche Leger, María Elena. *Tecnología educativa: Lengua nacional, 6. Guiones didacticos para el profesor. (Educational Technology: National Language 6. Teacher's Guide).* 1972. 144p. ED 083 858.

Note: In Spanish

This is a sixth in a series of six teacher's guides designed to accompany the Senda textbooks (FL 004 047 through 004 052). It contains instructions for presenting the lessons and for handling the individual needs of the pupils. (Author/SK)

Teacher Training
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Materials

Document not available from EDRS.
Available from: Santillana Publishing Company, Distribution Center, 295 Evanston Drive, Hightstown, N.J. 08520.

72. Perez E., Carlos (Ed.). *Eschucho, digo y aprendo (I Listen, I Say and I Learn): Spanish Reading Readiness Program.* 1971. 336p. ED 087 210.

This reading manual was prepared for Spanish-speaking children in the first grade of the Edgewood School District in San Antonio, Texas. It consists of a diagnostic exam, a scale to evaluate the readiness of each child, 39 lessons, and 12 tests. Also included are illustrations suitable for hanging and the Edgewood Picture Method to motivate children to pronounce sounds. The program has been designed to be completed in eight to ten weeks, with each of the lessons requiring a 15 to 20 minute presentation. (SK)

Reading Readiness
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Tests/Testing
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Program

73. Plante, Alexander J. *A Study of the Effectiveness of the Connecticut "Pairing" Model of Bilingual-Bicultural Education.* January 1976. 46p. ED 125 260.

Methodology
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Research
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Curriculum
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Teacher Training

A study was made to determine the effectiveness of the Connecticut "pairing" model in improving the school success of Spanish-dominant children classified as low achievers. The study was concerned with whether a carefully designed model of bilingual-bicultural education can improve reading, arithmetic and language arts skills and enhance the self-concept of Spanish-dominant elementary school children. The pairing model consists of one native Spanish-speaking teacher who teaches basic skills in Spanish and an English-speaking teacher who teachers speaking, reading and writing in English. Study methods, scope and statistical findings are reported in detail. It was concluded that the pairing model does increase the Spanish reading achievement of Spanish-dominant elementary school children at a statistically significant level. The model increased English reading achievement at all grades; the increase was statistically significant at the second grade level. Arithmetic and language arts skills were also improved, in comparison with those of children in typical classrooms. In addition, evidence indicates that the pairing model did enhance the development of a positive self-concept in the Spanish-dominant children, who exhibited less negative behavior than their control group counterparts. It is recommended that the pairing model be introduced into all school districts and that teacher preparation institutions establish appropriate training to produce competent staff for such programs. (CHK)

74. Pope, Francis H.; Medina, Edward. *English Alphabet Book 1: Spanish Phonetic Reading Program.* 1972. 32p. ED 072 692.

Program
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Methodology
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Materials

This manual presents an English phonetic reading program based upon pictures which provide clues to each fundamental speech in the language. Pupils are thus able, through auditory and visual discrimination exercises, to match an English speech sound with its proper alphabet symbol. For related documents, see FL 003 749, FL 003 750, and FL 003 752). (Author/SK)

Document not available from EDRS.
Available from: Research Press Company, P.O. Box 3177, CFS Clearinghouse, Champain, IL 61820.

75. Pope Francis, H.; Medina, Edward. *Spanish Alphabet Book I: Spanish Phonetic Reading Program.* 1972. 32p. ED 072 693.

Program
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Materials
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Methodology

This manual presents a Spanish phonetic reading program based upon pictures which provide clues to each fundamental speech sound in the language. Pupils are thus able, through auditory and visual discrimination exercises, to match a Spanish speech sound with its proper alphabet symbol. For related documents, see FL 003 749, FL 003 750, and FL 003 751. (Author/SK)

Document not available from EDRS.
Available from: Research Press Company. P.O. Box 3177. CFS Clearinghouse. Champaign, ILL 61820.

76. Rapp, M. L. *Case Studies in Educational Performance Contracting. Part 5. Gilroy, California.* December 1971. 61p. ED 056 251.

The Gilroy, California, Unified School District contracted with Westinghouse Learning Corporation for the 1970-71 school year for the purpose of improving reading and

mathematics achievement of approximately 100 Spanish-surnamed boys and girls from grades 2-4. The average gain at the end of the program was 0.6 achievement years in reading and 0.8 achievement years in mathematics, well below the expected two-year gain. An analysis of nonacademic results, however, revealed that: (1) Students generally enjoyed the program; (2) There was no observable effect of the program on student attendance; (3) 48 out of 53 parents indicated their approval of the program. The author indicates performance contracting acted as an agent for positive change. Teachers are more concerned with diagnosing a child's performance in relation to the skills he needs to develop, and then prescribing for him an instructional curriculum that is specific to his individual needs. For related documents, see ED 056 247, 248, 249, 250, and 252. (Author/CK)

Program
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Achievement
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Curriculum

77. *Region One Bilingual Education Project. 1971-72 Final Revolution Report.* 1972. 102p. ED 068 243.

A 4-year program for Mexican American children who have little or no knowledge of English has been established by the region one education service center in Texas. Designed to enroll students at the kindergarten level and carry them through 3rd grade, the program's components were Spanish Reading, English as a Second Language (ESL), Transitional English Reading, and Social Education. The field testing of these programs comprised the objectives for 1971-72. Of the 124 objectives listed, only the product objectives which pertained directly to student achievement were evaluated in this report. Results of the Spanish Reading and Social Education end-of-program tests indicated that 80% of the students attained the desired objective, a score of 80% on the tests. Level I and Level II ESL program results indicated that if the students in the experimental group and control group had all had comparable pre-test scores. The post-test scores of the experimental group would have been significantly higher than those of the control group. The analysis of the final achievement test indicated that the results were within acceptable limits of the objective for the Transitional English Reading Program. Appendixes include the Bilingual Project Staff, Materials and Equipment for Project Components, and Status of Objectives for 1971-72. A related document is ED 051 955. (Several pages may be light.) (HBC)

Curriculum
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Program
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Achievement
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Evaluation

78. Reich, Michael S. *A Comparison of Scholastic Achievement of Mexican-American Pupils in Regular and Bilingual Groups in a Chicago Public Elementary School (1974-75 School Year).* 1975. 30p. ED 131 970.

Of the 47,000 bilingual pupils enrolled in the Chicago public schools, 39,000 were Spanish speaking. Many of these Spanish speaking students were in special bilingual programs. The success of one of these bilingual programs was evaluated by comparing two groups of Mexican American elementary pupils in the same school. One group was comprised of 14 pupils who attended regular classes. The bilingual group was comprised of 15 pupils whose knowledge of English was extremely weak. The same teachers worked with both groups, each teaching one or more subject areas. The students' grades in eight subjects (reading, math, speaking, listening, writing, spelling, science, and social studies) were analyzed at the beginning and end of one school term. In four areas (speaking, listening, spelling, and science), the mean grade of the regular group was higher at the beginning of the term. However, by the end of the term, the mean grade of the bilingual group exceeded that of the regular group in these same subjects. Data showed that the grades of the bilingual group improved to a greater degree than the grades of the regular group in every subject area. In the regular group, slight or moderate over-all grade increases occurred in three subjects, no change occurred in two subjects, and slight decreases resulted in three subjects. In the bilingual group, grades improved moderately to substantially in all eight subjects. (NQ)

Evaluation
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Program
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Research
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Achievement

79. *RIF's Guide to Book Selection. Supplement 2.* 1971. 69p. ED 062 095.

Program
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Materials

The Reading is Fundamental Program is funded by the Ford Foundation and sponsored by the Smithsonian Institution. It is designed to motivate children to read through experiencing the joy and pride of owning books of their own choice. Its purpose is to help develop and give technical assistance to a variety of model projects throughout the country. This supplement to the *RIF Guide to Book Selection* is prepared to assist RIF projects and other similar programs to select and purchase inexpensive books, mainly paper backs, at the elementary level. Approximately 1,350 titles are included in this listing under a general list and sections for Black, Indian, and Spanish-speaking elementary students. Books are listed alphabetically under the publisher. Each entry also includes information on suggested reading and interest levels, price, and a brief descriptive annotation. (AW)

80. Robertson, Douglas J.; Trepper, Terry Steven. "The Effects of I.T.A. on the Reading Achievement of Mexican-American Children." *Reading World.* 14:2 (132-8). December 1974.

Methodology
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Achievement
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Research

Twenty-six Mexican-American bilingual fourth graders instructed via the Initial Teaching Alphabet (ITA) and a matched group of another 26 children were taught with traditional orthography. All 52 were given a battery of reading achievement tests at the end of the instructional period. The children from the ITA group scored significantly higher in all tests. Some reasons for the success of the ITA group are given.

81. Robinett, Ralph F; and others. *Biff and Tiff. Miami Linguistic Readers, Introductory Unit, and Level One-A. Teachers Manual.* 1965. ED 014 721.

Materials
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Methodology

This two-year beginning reading series was prepared by a group of linguists which included Ralph F. Robinett, Pauline M. Rojas, and Paul W. Bell, in cooperation with the Dade County Public Schools, Florida. (See related documents ED 001 693, ED 001 694, ED 001 695, and ED 001 696.) This revised experimental edition comprises 10 pre-primers, primers, and readers for the first year level, and 11 texts for the second year level. Each of the 22 texts is accompanied by a seatwork booklet and a teacher's manual. The series also includes supplementary charts, "big books" 1 and 2, for language practice and special work on reading problems. This material which was prepared specifically for the Spanish-speaking children in the Dade County Public School System, has also been used with other non-English speaking groups of children. The series is published by D.C. Heath, 265 Columbus Avenue, Boston, Mass. 02116. (AMM)

Not available from EDRS.
Available from: Dade County Public Schools, Miami, Florida.

82. Rodríguez, Norma. *Teaching Reading to Bilingual Learners. TTP 002.15A; Materials for Teaching Reading in Spanish. Teacher Corps Bilingual Project.* 13p. ED 106 252.

Materials
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Training

This module provides evaluation guidelines for choosing reading materials, and practical training in designing materials for teaching reading in Spanish. Upon completion of the module, participants should be able to (a) List 10 criteria that are used to evaluate books and materials in the teaching of reading in Spanish, and be able to use them in evaluating books and materials; (b) Identify five reading materials appropriate to the grade level participants are teaching or plan to teach; (c) Develop at least one reading material and

one device to teach reading; and (d) Select one reading series or material to be used with the first part of this module cluster. Participants complete a preassessment test, choose tasks from a list of instructional activities, and conclude the module with a postassessment test. (An Appendix entitled "Preparacion de Cartelones" is included.) (PB)

83. Rodríguez, Norma. *Modular Sequence: Teaching Reading to Bilingual Learners. TTP 002.14: Methods for Teaching Reading in Spanish. Teacher Corps Bilingual Project.* 35p. ED 106 251.

This teaching module is the first in a cluster which will familiarize participants with the most common methods and materials used in teaching reading in Spanish. Upon completion of this module, participants should be able to (a) Describe at least two methods of teaching reading in Spanish, (b) Apply the corresponding Techniques of each of the above to a teaching-learning situation, (c) Identify the advantages and disadvantages of two other methods that may be used in teaching reading in Spanish, and (d) Teach a reading lesson. Participants complete a preassessment test, choose tasks from a list of instructional activities, and conclude the module with a postassessment test. Appendixes include an outline for a daily lesson plan, and articles entitled "The Teaching of Reading in Spanish," and "On the Teaching of Reading in Spanish for the Follow-through program." (PB)

Teacher Training
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Materials
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Methodology

84. *San Luis Valley Board of Cooperative Services Bilingual-Bicultural Program. Curriculum: Kindergarten through Third Grade.* March 1974. 400p. ED 097 162.

For the children in the San Luis Valley (Colorado), bilingual education has provided a successful atmosphere for both the monolingual English speakers and the non-English speakers. They teach each other, learn about each other's culture, and appreciate and understand others better. This curriculum guide, funded by Title VII of the Elementary and Secondary Education Act of 1965, was prepared for use in grades K-3 of the San Luis Valley Bilingual-Bicultural Program. The units cover the subjects of colors, shapes, reading, body and self, family, clothing, the community, culture, counting numbers, seasons and holidays, the calendar and temperature, domestic and wild animals, plants and nursery management, time and money, transportation, simple machines, and space. Given for each subject are the educational and behavioral objectives and suggested related activities, materials, resources, and evaluation techniques. Some of the lessons are for Spanish instruction. (NQ)

Curriculum
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Program
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Materials
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Evaluation

85. Santiago, Nick M.; And Others. *La musíca del sol. (The Music of the Sun). A Play, un cuento nahuatl (A Nahuatl Story), and Teacher's Guide.* February 1974. 54p. ED 108 491.

These three volumes, *A Primary Spanish Reader, A Bilingual Play* and *A Teacher's Guide in English,* are based on a Nahuatl legend about a time when the earth was silent and there was no music. In the legend, the wind god flies up to the sun and captures all the musicians and singers, taking them back to earth so there will be music for all. The Teacher's Guide suggests activities and teaching methods to present the material contained in the story and the play to pre-kindergarten through sixth grade children. These materials are correlated with the Spanish Curricula Development Center core materials of the language arts and fine arts strands. (CK)

Teacher Training
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Materials

Available from: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721
Note: Story or play with Teacher's Guide $0.65.

86. Sepulveda, Betty R. *Teaching the Educationally Disadvantaged Hispano Child at the K-3 Level.* 4p. ED 036 807.

Reading Readiness
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Curriculum
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Methodology
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Dialect

Contending that language is the single greatest block to developing a deprived Hispano child's full learning potential, this primary teacher proposes a re-examination of reading readiness procedures at the K-3 level. She maintains that disadvantaged children are not non-verbal, as they are often mis-categorized, but have tremendous difficulty assimilating the middle-class learning structure, because they actually speak a "poverty dialect," quite different from standard spoken English. Because of this, the traditional approach to teaching reading is fundamentally wrong on two counts: (1) the present curriculum does not provide for a transition program to bridge the formal language gap that exists initially between disadvantaged and middle-class children, and (2) teaching reading before formal language usage establishes a substantial language barrier which inhibits learning in all areas. (Learning to read is actually the third step in language learning, and should only be attempted after the listening and speaking skills have been acquired.) Based on the assumption that pupils must be able to understand and speak formal standard English before they can profit from public school education, the author has developed a methodology called "Formal Language Learning" to help the pupil acquire formal spoken usage through functional activities. (FB)

87. Sheldon, William D. *Teaching Reading to the Disadvantaged: Progress and Promise.* May 1970. 19p. ED 045 311.

Note: Paper presented at the Conference of the International Reading Association, Anaheim, California. May 6-9, 1970.

Achievement
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Teacher Training

Information on the educational status of the disadvantaged child and a summary of progress in teaching him to read are presented. A description of a typical inner-city elementary school in New York City includes the school buildings, student population, reading programs, attendance of teachers and children, teacher education, achievement, and school rating. A summarizing statement estimates that 60 to 70 percent of all the children were poorly prepared for the education they were receiving and that almost half the teachers lacked sufficient training. The next section reviews reports of various people who have studied disadvantaged children and gives suggestions for improving the education of the disadvantaged. The teacher who cares is pointed out as a most important factor, as well as the teachers' and the administrators' willingness to experiment with innovative programs. It is also pointed out that many children learn to read in spite of severe handicaps if they have some factors in their favor. The final section describes current research studies which will supply many answers related to successful teaching of the disadvantaged. (DH)

88. Smollar, Eleanor (Ed.). *Reading is Fundamental's Guide to Book Selection, with Supplement 1.* 1970. 106p. ED 045 248.

Materials
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Bibliography

The booklists presented in this guide are primarily intended to assist Reading is Fundamental Projects and other similar programs in puchasing paperback and inexpensive hardbound books at the elementary level. Approximately 600 titles with prices and brief descriptions are listed in a general booklist. Separate booklists composed of elementary-level reading materials and teenage- and adult-level reading materials are presented for each of 3 ethnic groups: Black, American Indian and Spanish-speaking. A supplement which presents additional elementary-level reading materials in both a general section and by ethnic group is included with this guide. Future supplements are planned. (JH)

89. Speiss, Madeline; Olivero, James. *Entry Skills to Reading Using Classroom Management Strategies: A Position Statement.* January 1969. 9p. ED 038 250.

The development of an entry skills behavior package designed as lessons to prepare the culturally divergent children of the Southwestern United States for beginning reading instruction in existing school programs is described. The series of 135 discrete lessons teaches auditory discrimination, associative vocabulary, listening comprehension, sensory attributes, numberical concepts, and matching. A Greater number of lessons in the associative vocabulary area are included, since evidence shows that deficits attributable to culturally deprived children typically cluster in this factor. Content material is selected to minimize cultural bias and to focus on the needs of the target population. The classroom management strategies, including toys and other extrinsic rewards, are an essential feature of the program. The program is designed so that goals are always attainable and very high scores are expected. Other factors contributing to high scores are a short time-period for the presentation of single concepts (30 to 90 seconds); the same format for all lessons; testing immediately after each presentation; explanations of possible rewards given to the children prior to the lessons; and the use of multiple-choice responses rather than forms requiring expressive language. (CM)

Reading Readiness
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90. Springer, Judith Ann. *Auditory Discrimination and Reading Achievement of Puerto Rican Spanish-speaking First-grade Students.* January 1975. 108p. ED 109 635.

Note: M. Ed. Thesis, Rutgers University, The State University of New Jersey.

The focus of this study is on the possible effects of phonological interference on the reading achievement of Spanish-speaking Puerto Rican first graders. Specifically, the study explored the relationship between standard English auditory discrimination and first-grade reading achievement. Subjects for the study were 32 female and 20 male students from six Trenton, New Jersey, elementary schools. The instruments used were the two forms of the Experimental Auditory Discrimination Test and Form I of the Gates-Macginitie reading Test. Results show that low positive but significant correlations were found between scores on both forms of the Auditory Discrimination Test and composite reading scores. Between scores on both Auditory Discrimination Test forms and vocabulary subtest scores, and between scores on form II of the Auditory Discrimination Test and comprehension subtest scores. A Bibliography and six Appendixes containing material related to the study are included in the thesis. (JM)

Research
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Interference
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Phonology
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Achievement
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Auditory Discrimination
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Dialect

91. Stanchfield, Jo. M. *Research: New Hope for Kindergarten Children.* November 1971. 15p. ED 058 011.

Note: Paper presented at the meeting of the California Reading Association, San Francisco. Nobember 1971.

The effects of teaching prereading skills to kindergarteners on their reading readiness scores were investigated. Seventeen kindergartens providing a cross section of socioeconomic levels and representing different ethnic groups were selected. Each experimental school was then matched to a control school. In the experimental schools, six major prereading skills were taught: listening for comprehension of content, listening for auditory discrimination, visual discrimination skills, oral language skills, motor-perceptual skills, and sound-symbol correspondence skills. Teachers in the experimental schools received a teacher's manual and met each week in the fall semester to receive additional materials and for discussions. The Murphy-Durrell Reading Readiness Analysis was given to all children at the end of the school year. Results indicated that in the total test and all individual tests, the experimentals outperformed the controls, girls outperformed

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boys, and the whites outperformed other ethnic groups. The Mexican-Americans outperformed the Blacks in the total test and all individual tests except on the letter names test. The experimental Mexican-American and Black children achieved considerably higher scores than the control White children. Materials used and teaching techniques employed are described, and tables and references are included. (AW)

92. Stanchfield, Jo. M. *The Development of Pre-reading Skills in an Experimental Kindergarten Program.* December 1971. 15p. ED 059 006.

Note: Paper presented at the National Reading Conference, Tampa, Florida, December 1971.

Research
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Program
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Materials
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Methodology

Kindergarten children from 17 Los Angeles, California, schools were the subjects in a research project designed to measure the effects of a structured prereading program. The program emphasized six types of reading skills: (1) Listening for comprehension, (2) Listening for auditory discrimination, (3) Visual discrimination, (4) Oral language skills, (5) Motor perceptual skills, and (6) Sound-Symbol correspondence. The skills were taught in small groups and with independent activities according to specific instructions in teachers' manuals. The children were divided into matched experimental and control groups representing varied socioeconomic backgrounds. A wide variety of supplemental materials was used. Group reciting, creative story telling, music activities, games, and field trips were some of the activities used in teaching reading skills. Analysis of reading readiness test results showed that (1) Experimental groups did significantly better than control groups, (2) Girls as a group did significantly better than boys, (3) White children did significantly better than Mexican-American children who in turn did better than black children, and (4) Experimental groups of Mexican-American children and black children did significantly better than white control groups. Tables and references are included. (AL)

Available from: National Reading Conference, Inc. Marquette University, 1217 W. Wisconsin Ave. Milwaukee, WI. 53233.

93. Stevens, Frances Ann Bennett. *Predicting Third-grade Reading Achievement for Mexican-American Students from Lower Socioeconomic Levels.* August 1971. 172p. ED 068 240.

Note: Ph.D. Dissertation submitted to New Mexico State University, Las Cruces.

Research
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Achievement

The purpose of this study was to determine if measures of first grade readiness, scholastic aptitude, and reading achievement were significant predictors of third grade reading achievement for Mexican-American students from two lower socioeconomic levels. The sample included 94 third grade students for whom the following measurements had been obtained: (1) Metropolitan readiness test (MRT) administered at begining of first grade; (2) Metropolitan achievement test primary battery (MAT) administered at completion of first grade; (3) California test of mental maturity (CTMM) administered at completion of first grade; (4) Metropolitan achievement test elementary battery administered at completion of third grade; and (5) Socioeconomic classification obtained from the "two factor index of social position." The conclusions derived from the study were that (1) CTMM non language, CTMM total data, and MRI numbers could be considered as meaningful predictors of the end of third grade reading achievement for Mexcian-American boys from lower socioeconomic levels; (2) CTMM and MRT total data could be considered as meaningful predictors of the end of third grade reading achievement for Mexican-American students from social class IV; and (3) CTMM total data, CTMM non language, CTMM word knowledge, MRT Total data, MRT Sentences, MRT copying, and MAT reading could be considered as meaningful predictors of the end of third grade reading achievement for Mexican-American girls from social class IV. (HBC)

94. Trepper, Terry Steven; Robertson, Douglas J. "The Effects of ITA on the Reading Achievement of Mexican-American Children: A Follow-up." *Reading Improvement.* 12:3 (177-83). February 1975.

In a follow-up study, 57 Mexican-American bilingual children were tested in reading and other areas to see if previously reported gains due to the use of Initial Teaching Alphabet (ITA) over traditional orthography (T.O.) were sustained. Another 255 children from the second, third, and fifth grades were also tested to determine the effectiveness of ITA. Results indicated that there were no significant differences between ITA and T.O. groups for the original 57 children, but significant differences were observed between the ITA and T.O. for the second, third, and fifth grade groups. Some theoretical implications are discussed.

Methodology
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Research

95. Trepper, Terry Steven. *A Two Year Report on an Inner City School's Reading Achievement Center.* 1975, 20p. ED 110 956.

The Reading Achievement Center, at the Murchison School in the Mexican-American community of East Los Angeles, offers an individualized reading program for grades 3-6; the program was begun in the fall of 1972 and includes inservice teacher training, experimentation with new systems, and a commitment to help children develop a positive self-concept. The following four basic systems are involved in the center's programs: A Diagnostic System, in which each child, upon entering the school, is tested thoroughly by a reading guide to determine reading accomplishments needs, and potential; A Prescriptive System, developed by the professional staff using results of the diagnostic tests and including a variety of materials and activities; A Staffing System, consisting of three kinds of staff – directors (credentialed public school teachers), guides (one for every five children), and clerical workers; and A Motivational System, using three methods of motivation – extrinsic and intrinsic motivation and positive environment. Results of posttesting of a random sample of children after two years show an overall positive growth pattern, with accelerated rates of growth showing an average increase of 25 percent in reading achievement. (Tables are included.) (JM)

Achievement
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Program

96. *A supplement to Portraits: The Literature of Minorities.* June 1972. 71p. ED 065 887.

This supplement to "Portraits: the Literature of Minorities" published in June 1970, provides an annotated bibliography of literature by and about Black Americans, Mexican Americans, North American Indians, and Asian Americans. The bibliography is designed to aid teachers and librarians in recommending books to students in grades 7-12. The titles are grouped under the headings of fiction, poetry, prose nonfiction, anthologies, and background materials for teachers. The ethnic experience is central to all titles. The bibliography also provides information as to publisher, copyright date, availability of paperback editions, and price. Suggestions of the selection committee are given for the use of each title. An index of titles and authors is provided, as is a form for evaluating the supplement. (For related document, see ED 042 771.) (DB)

Literature
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Materials
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Bibliography

97. Williamson, Leon E.; Young, Freda. *The Reading Performances of Monolinguals and Bilinguals Compared.* 1976. 11p. ED 130 252.

In order to determine whether bilingual (Spanish/English) readers of English are less efficient in using language cues than are monolinguals (English), the Reading Miscue Inventory (RMI) was used to analyze the reading performances of 60 subjects – ten bilinguals and ten monolinguals each in fourth, fifth, and sixth grades. Subjects read

orally at their instructional and frustrational levels, in basal readers and from a science text. Each subject's word attack errors or miscues were analyzed according to the diagnostic concepts in the RMI. Results showed that the monolinguals demonstrated more sensitivity to grammatical and semantic cues and that the relationship between miscues and comprehension is different for monolinguals and bilinguals – miscues are less apt to result in a comprehension loss for monolinguals. This research supports Loban's conclusion (1966) that language ability is necessary for competence in reading. (Tables of findings are included.) (JM)

Interference • **Research** • **Comprehension**

98. Walker, Nancy. "This Teacher, 'A Machine.' " *Reading Newsreport.* 6:2 (33-34). November-December 1971.

Methodology

The advantage of using a typewriter-like machine for teaching reading to minority group children are presented and existing programs (ie. University of New Mexico) are discussed.

99. Wolk, Elsie. "Reading Disabilities of Children Learning English as a Second Language." *Elementary English.* 49:3 (410-416). March 1972.

Research

This article discusses the reading problems of New York City Puerto Rican children in the elementary grades. A special study was conducted to determine specific reading disabilities. Observations are reported and remedies suggested.

II Reading and the Bilingual Learner: Secondary Level

100. Ashton, Beverly. "A Practical Reading Course for the Slow Learners in High School." *English Journal.* 60 (97-101) January 1971.

The author/teacher, recognizing the need for an innovative practical reading program for potential high school dropouts, discusses the criteria for the development of her own course: 1) practical enough to motivate students; 2) challenging enough to maintain their interest; 3) interesting enough to make students read; and 4) realistic enough to "show it like it is" so that students understand – without resorting to preaching – how necessary a high school diploma is.

Program

101. Calvert, John David. *An Exploratory Study to Adapt the Language Experience Approach to Remedial Seventh and Tenth Grade, Mexican-American Students.* 1971. 235p. ED 085 730.

Note: ED.D. Dissertation, Arizona State University.

The purpose of this exploration was to develop an operational guide to assist secondary teachers in adapting language experience techniques in their classrooms. After language experience techniques were reviewed and identified, they were compiled into a guide which was used in two classrooms. Inservice training of teachers evolved from this guide and was provided in three phases. Justification of language experience instruction was attempted through pre- and post-measurement of reading study skills, writing, and self-concept of sampled seventh and tenth grade Mexican-American and Anglo-American students classified as remedial readers. Results showed that language experience and its related activities could be considered helpful in enhancing writing achievement of Mexican-American students, and, in general, the reading and study skills of both Mexican-American and Anglo-American students. (Author/HOD)

Methodology
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Teacher Training
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Remedial Reading
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Research
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Materials

Document not available from EDRS.
Available from: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-18. 266, Microfilm $4.00, Xerography $10.00).

102. Feeny, Joan V. (Comp). *Chicano Special Reading Selections.* 1972. 72p. ED 065 255.

The purpose of this selective bibliography of approximately 350 works is to draw the various materials on Mexican-American culture together for use by students at different age levels. The materials are separated into lists for preschool and primary, intermediate, and advanced students. The reading selections provide information in the following areas: Mexican Arts, Crafts, Cooking, Dances, and Customs; Spanish Adventure and Exploration Stories; Travel in Mexico: Life in Early California: Mexican Folklore and Poetry; Daily Life in Chicano Households: Stories of the Braceros and Migrant Workers' Families; and Information about Prominent Historical and Contempoary Leaders. The information for each book is reported to be accurate through June 1, 1972. (PS)

Bibliography
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Materials

103. Grant, N.J.H. "From Rocking Horse to Pegasus; The Class Reader in the Lower Secondary School." *English Language Teaching Journal.* 29:3 (190-197). April 1975.

The role of literature in English as a Second Language classes at the junior high school level is discussed. The author presents a rationale and strategies for helping students to develop a positive attitude toward reading. The aims of teaching literature should be: 1) to improve the quality of a class response – not merely to the book in question but to any book in the genre; and 2) to encourage pupils to read by and for themselves.

Literature
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Materials

104. Lozano, Anthony Girard. *Teaching Standard Versus Nonstandard Spanish in a Study Abroad Program. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.* 1976. 11p. ED 134 044.

Available from: University of Louisville, Room 214, Humanities, Louisville, Kentucky. 40208.

Dialect

The question of teaching a standard dialect to Chicano students who are studying abroad has implications for teaching any standard versus nonstandard dialect. The University of Colorado has a program at the Universidad Veracruzana in Jalapa, Mexico, in which the policy is to teach standard Mexican Spanish (the cultivated norm of Mexico City) as an additional dialect to those students who already speak Chicano Spanish. One technique is to provide written exercises which develop the reading and writing skills of those students fluent in Colorado Spanish. Broadly speaking, the main differences between this dialect and standard Mexican Spanish lie in different pronunciations of the same lexical items and in the use of different lexical items for the same concept. Although the syntactic patterns of the two dialects are similar, there are certain recurring syntactic patterns in Colorado Spanish which can be termed nonstandard forms, calques or anonalous foras. Various types of exercises dealing with these dialect differences are used in the composition class: dictations, "proof reading" exercises, two-page compositions, and translation exercises. Four passages from student compositions are examined in this paper for instances of nonstandard usage. (Author/CFM)

Available from: University of Louiville, Room 214, Humanities, Louisville, Kentucky. 40208.

105. *Model Programs, Compensatory Education, Remedial Reading Laboratories, El Paso, Texas."* 1972. 22p. ED 067 631.

Remedial Reading
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Program
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Attitudes

The Remedial Reading Laboratories Program was designed to improve the reading achievement of disadvantaged students in grades four through 12 and thereby enable them to profit from regular classroom instruction. The program also aimed at improving the students' self-esteem and self-confidence. In 1969-70 classes were offered to over 1,000 disadvantaged students. Selection of students was based on objective criteria, defined by specially derived formulas. In general, students selected were of average intelligence but were reading from 1 to 1.5 years below their grade level. The majority of the target population served is Mexican-American. Language difficulties often associated with their background complicated the students' reading problems. Remedial labs located in each of the target area schools are staffed by special reading teachers. Students are taught in small groups of about eight pupils for 50 to 60 minutes each day. Classroom procedures are based on the use of individually prescribed instruction. Results of teacher evaluations and follow up studies of students showed an improvement in attitudes toward self and school, and an increased ability to handle grade-level subject matter. (Author)

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Catalogue No. He 5.237:37079).

106. Morris, Joyce. *Barriers to Successful Reading for Second-Language Students at the Secondary Level.* September 1968. 6p. ED 025 744.

Note: Paper presented at the TESOL Convention, San Antonio, Texas. March 1968.

The author examines some statistics which indicate entire classrooms of Indian students at the junior high school level are reading at the second or third grade level, and are

graduated from high school with perhaps intermediate grade reading ability. Various surveys seem to have established that children are able to achieve at grade level through the primary grades but their level of achievement from that point on is an endless downward spiral. In the intermediate grades, the carefully controlled content and vocabulary breaks down; the children are expected to learn, at a faster rate, more complex materials in various content areas. At this point also, instruction in reading usually stops. That the principles of teaching English as a second language should be observed is obvious, and lack of facility with English handicaps the child in learning to read English. However, it cannot be said that the ability to speak English will insure ability to read English. Teaching oral English and teaching reading are not identical processes and do not have the same purposes. Further, the processes and aims of initial reading instruction and advanced reading instruction are not the same. At higher levels, the students should equate words not with sounds but with meanings. They should explore, interpret, and extend the concepts represented in writing in order to develop the conceptual basis for abstraction in English. (AMM)

Achievement
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Interference
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Research

Available from: TESOL School of Language and Linguistics, Georgetown University, Washington, D.C. 20007. (Single copy $.50).

107. Ornstein, Allan C. *101 Books for Teaching the Disadvantaged.* May 1967.

An annotated bibliography of 101 books suitable for teaching urban disadvantaged Negro and Puerto Rican children is presented. The books reflect the role and contribution of the Negro and Puerto Rican in our history, enhance the essential dignity and integrity of minorities, provide appreciation and understanding of minorities, and promote brotherhood. Most often, the disadvantaged child is deficient in reading skills. Consequently, the books recommended for junior high school range from fifth- to ninth-grade reading level, and the books recommended for high school students start from the eighth-grade level. The books are listed under six headings – the past reexamined, current literature which reflects our national challenge, music and art, poetry, theater, literature, the sports world, and fiction and short stories. This article appeared in "Journal of Reading," Volume 10, May 1967. (RH)

Bibliography
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Materials
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Literature

Document not available from EDRS.
Available from: International Reading Association, Newark, Delaware.

108. *It works: Project R-3, San Jose, California.* 1968. 22p. ED 027 136.

A project was designed by the San Jose Unified School District and the Education Division of the Lockheed Missiles and Space Company to treat learning problems experienced by eighth and ninth grade students with underdeveloped reading and mathematics skills. The students were largely Mexican American and were from predominantely disadvantaged economic backgrounds. The program, designated R-3, was concerned with student readiness, subject relevance, and learning reinforcement. It consisted of: a special curriculum which interrelated math, reading, and technological skills; a series of field trips; and an inservice training program for the project staff. Sources to contact for additional information conclude the document. (SW)

Program
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Curriculum
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Teacher Training

Note: Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (DE-37040, $0.25).

109. *Reading for Fun: A Study of Materials for Mexican and Spanish-American, Puerto Rican, Cuban and other Latin American Children.* January 1972. 84p. ED 068 908.

Research
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Materials

A survey of selected neighborhoods in eight cities was conducted to determine the relevance, availability and utilization of leisure-time reading materials in both English and Spanish for Hispanic-American children. Spanish-speaking children, parents, teachers, librarians, educators and community workers were interviewed in each of the eight cities. In addition, questionnaires were mailed to publishers and other professionals throughout the country. The trends that emerged from the survey indicated that: (1) Spanish-speaking children are as eager to read for fun as are their Anglo-American counterparts: (2) Reading materials for enjoyment which present stories and people with whom Spanish-speaking American youngsters can identify are virtually nonexistent; (3) Libraries, schools and publishers, in general, have not yet felt the need to develop and market more pleasure reading material in English and Spanish, particularly aimed at the Spanish-speaking child. Suggested reading materials are included in the Appendix. (Author/WR)

110. Williams, Richard P. *A High Versus Low Rationale Approach in Teaching Reading. Final Report.* August 1969. 129p. ED 035 519.

Methodology
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Research

A high versus low rationale approach in teaching reading to grade-7 students was tested. The high rationale included using a traditional basal series approach that emphasized the ability to identify "the reasons why of how to read" through rules or formulas. The low rationale approach deemphasized rules and formulas except as the need arose, and an individual approach was used. The control treatment was a high rationale individual approach. Teachers received inservice training for the approach used in their classroom. The population included all seventh graders in 27 classrooms randomly selected from the public junior high schools of Las Cruces, New Mexico. All subjects were pretested and post-tested in October and March with the Gates-MacGinitie Reading Test, Survey E, forms 1 and 2. The Lorge-Thorndike Intelligence Tests were administered to all subjects before treatment procedures were initiated. A nested design was used. Treatment of data was by analysis of covariance. A separate subanalysis of Anglo-American and Spanish-American ethnic groups was processed within the design. No significant differences were found for intelligence, approach, vocabulary, rate, comprehension, or ethnic group. References, charts, tables, and appendixes are included. (WB)

III Reading and the Bilingual Learner: Elementary, Secondary, and Adult Levels

111. "Accountability: Texas Style." *Reading Newsreport.* 6:1 (26-30). October 1971.

This undergraduate course for teaching reading to Mexican-American children at the University of Texas emphasizes individualization of instruction at the elementary school level.

Teacher Training

112. Arnold, Richard D. *Components of a Reading Program for the Mexican-American Child.* May 1970. 12p. ED 040 026.

Note: Paper presented at the International Reading Association, Anaheim, California. May 6-9, 1970.

Criteria applicable to all reading programs (and particularly to reading programs for Mexican-American children), regardless of philosophical or methodological differences among the various programs, are delineated. These criteria are listed and discussed in the form of the following nine questions: Has a good learning environment been established? Is appropriate and worthwhile content used? Are the readiness activities related to the reading materials? Is adequate expressive language participation provided? Is the program sequentially organized to provide for continuous growth? Is provision made for individual differences within the reading program? Is extensive training in areas of weaknesses available? Does the reading program provide for systematic evaluation of the child as well as the program itself? Are children assured successful reading experiences? It is suggested that if educators can affirmatively answer the questions posed, their reading program will very likely be an effective and successful one. (Author/CM)

Program

113. Baghban, Marcia. *How Can I Help my Child Learn to Read in English as a Second Language?* 1972. 17p. ED 112 360.

Note: The Spanish text of this document may be found in CS 002 145.

Suggestions for ways in which parents can help their children learn to read English are contained in this short booklet. Activities to be performed in the home, such as listening to and talking to the child in any language, reading aloud, reading for oneself, obtaining books for the home, and organizing study time for the child, are discussed. Community activities for parents, such as adult classes, museum trips, and school volunteer participation, are encouraged. A list of sources for reading materials and magazine articles on the problems of bilingualism is included. (MKM)

Parental Support
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Materials

Available from: International Reading Association, 800 Barksdale Road, Newark, Delaware. 19711.

114. Barrios, Ernie (Ed.). *Bibliografía de Aztlán: An Annotated Chicano Bibliography.* 1971. 177p. ED 050 883.

More than 300 books and articles published from 1920 to 1971 are reviewed in this annotated bibliography of literature on the Chicano. The citations and reviews are categorized by subject area and deal with contemporary Chicano history, education, health, history of Mexico, literature, Native Americans, philosophy, political science, pre-Columbian history, sociology, and Southwest history. Six Chicano journals and periodicals are reviewed, as are additional bibliographies on the Chicano. Newspapers affiliated with the Chicano press association and 3 additional Chicano newspapers are listed with addresses. Author and title indexes are appended. (JH)

Bibliography
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Materials
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Literature

Available from: Centro de Estudios Chicanos Pub., 5876 Hardy Avenue, San Diego, CA 92115

115. Casavantes, Edward Joseph. *Reading Achievement and Ingrade Retention Rate Differentials for Mexican-American and Black Students in Selected States of the Southwest.* 1973. 279p. ED 101 291.

Note: Ph.D. Dissertation, University of Southern California.

Two sets of data from the U.S. Commission on Civil Rights' Mexican American education study were selected for analysis in the areas of (1) Comparative reading achievement rates of Mexican Americans and Black students; and (2) Differential in-grade retention rates of Anglo, Mexican American, and Black students. Two separate issues were examined. The first tested the hypothesis that with the dropout rate for Mexican Americans held constant, it is these students who have the lower reading achievement level rather than the Black students as most previous studies indicated. The second issue was to show that not only were Anglo-American students retained in grade at differential rates by California and Texas schools, but that this practice was more prevalent in regard to minority students. The data used was a stratified random sample of 1,166 schools in Arizona, California, Colorado, New Mexico, and Texas. From an analysis of this survey, it was concluded that there is a prejudice and differential treatment against Mexican Americans and that this hurts the students' chances of advancement. It is recommended that Mexican American students be given more of the type of education they need, and less of the middle class, Anglo-American-oriented instruction now pervasive in the Southwest. (Author/TS)

Research
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Achievement

Document not available from EDRS.
Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order no. 74-28 425, Microfilm $5.00).

116. Feeley, Joan T. *Teaching Spanish-speaking Children to Read in New Jersey.* 1976. 24p. ED 133 702.

Note: Unpublished report prepared at William Paterson College.

In order to learn the status of bilingual (Spanish/English) reading programs in New Jersey just before the implementation of a new bilingual education law in July 1975, a survey was conducted of school districts reporting a student body consisting of more than five percent Spanish-surnamed students. This document contains tables and discussions of the responses to questions regarding educational levels of bilingual programs, subject areas taught in the native language, percentage of the school day spent using Spanish, time spent on instruction in English as a second language, placement of children in bilingual programs, tests to determine language proficiency, reading programs (Spanish/English) provided at each level, English and Spanish reading materials in use, and assessment of reading achievement in English and Spanish. The document also describes a model in beginning reading for bilingual students. A list of references and a copy of the questionnaire are included. (JM)

Program
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Curriculum
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Research
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Achievement

117. Fox, David J., And Others. *Services to Children in Open Enrollment Receiving Schools: Elementary Schools, Intermediate and Junior High Schools, and Academic High Schools. Evaluation of ESEA Title I Projects in New York City. 1967-68.* December 1968. 152p. ED 034 004.

This New York City school district educational project dealt with a projected 13,605 children who changed schools under the Free Choice Open Enrollment Program. The program allows parents to transfer their children from predominantly Negro-Puerto Rican schools to schools with better educational facilities and a more varied ethnic

Program
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Attitudes

population. The fundamental objective was to improve the participating elementary, secondary, and high school children's basic academic skills and attitudes toward education through the provision of additional personnel and services in the "receiving" schools. The program was basically implemented as proposed in terms of personnel but class size was not affected. Participating children and parents acquired and sustained positive attitudes regarding integration and education. There is some indication of progress towards normal levels of reading achievement. (EM)

Achievement

118. García, Richard L.; Deyoe, Rita Maxine. *Cómo ayudar a su hijo a aprender a leer Ingles cómo segunda lengua. (How Can I Help My Child Learn to Read English as a Second Language?).* 1972. 17p. ED 112 361.

Note: In Spanish. The English text may be found in CS 002 144.

Suggestions for ways in which parents can help their children learn to read English are contained in this short booklet written in Spanish. Activities to be performed in the home, such as listening to and talking to the child in any language, reading aloud, reading for oneself, obtaining books for the home, and organizing study time for the child, are discussed. Community activities for parents, such as adult classes, museum trips, and school volunteer participation, are encouraged. A list of sources for reading materials and magazines articles on the problems of bilingualism is included. (MKM)

Parental Support
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Materials

Available from: International Reading Association. 800 Barksdale Road, Newark, Del. 19711.

119. Houston Independent School District, Texas. *Focus on Achievement.* 1966. 25p. ED 016 760.

This evaluation summary describes an Elementary and Secondary Education Act Title I Project which provided additional personnel services, equipment, and materials to students in 25 elementary and secondary schools. The goal of the project was to raise the achievement levels of the schools. Fifty-eight "supplemental schools" participated in the project on a limited basis. The subject matter specialists, special Spanish language classes, a corrective reading program, and an extended summer program. Cultural enrichment activities included bus trips to museums and other points of educational interest and a fine arts program. Supplementary health and library services were also provided. A preschool program, a summer occupational training program for secondary school students, and inservice training activities were other aspects of the project. No attempt is made in this report to provide comprehensive evaluation data. (LB)

Evaluation
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Program
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Achievement
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Curriculum
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Teacher Training

120. Johnson, Laura S. "Bilingual Bicultural Education: A Two-way Street. *Reading Teacher.* 29:3 (231-239). December 1975.

A number of studies and data indicating the nature of the bilingual bicultural individual in the United States are cited. The need for teachers to acquire the language and the customs of the children they are working with is stressed. Sources for information and materials concerning bilingual bicultural education are cited.

Teacher Training
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Materials

121. Hall, Richard. *Learning to Read in Two Languages: Statements from the Research Literature on Reading in Bilingual Programs.* Oct. 1970. 9p. ED 057 653.

This collection of statements describes the rationale and research behind the Bilingual Reading Education Program in the Philadelphia Public Schools where students are learn-

Program
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Interference
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Bibliography
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Materials
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Reading Readiness

ing to read in two languages. The native Spanish speakers learn to read in Spanish and are taught to read in English only after having mastered the aural-oral skills of understanding and speaking. Statements include cover learning to read in the mother tongue, degree of difficulty in learning to read in Spanish. Transfer of skills, the problem of interference, affective factors in learning readiness, and results of the Philadelphia program. A bibliography listing 22 relevant books and articles provides the sources for the statements. (VM)

122. Horn, Thomas D. (Ed.). *Reading for the Disadvantaged: Problems of Linguistically Different Learners.* 1970. 267p. ED 044 259.

Disvantaged
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Teacher Training
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Bibliography

If our historic goals of individual opportunity and literacy are to be realized, contributions from all appropriate disciplines must be brought to focus in classroom language instruction. The organization and content of this book reflect this interdisciplinary point of view. A basic concern is to explore possible solutions to educational problems that arise from the differences in the values held by persons responsible for educational programs and by school patrons who evidence one or more of the characteristics that identify them as disadvantaged. As the subtitle suggests, this book has two aims: (1) to direct attention to the crucial part that linguistic differences play in the state of being disadvantaged and (2) to highlight the need to meet the problems of linguistically different learners who, though not otherwise disadvantaged, are having serious language-based problems in reading. Twenty-four reading specialists, linguists, sociologists, and psychologists authored chapters in this book. Parts 1 and 2, Social and Economic Backgrounds and Language, treat separately the characteristics of whites, blacks, Spanish-speakers, and American Indians. Part 3, Implications for Teachers, presents suggestions for grade levels from preschool through high school. An extensive bibliography is included. (Author/DH)

Document not available from EDRS
Available from: Harcourt, Bruce and World Inc. New York, N.Y.

123. Michigan State Department of Education, Lansing. Bureau of Library Services. *A Bibliography of Materials on the American Indian and the Spanish-speaking.* 1975. 49p. ED 122 985.

Bibliography
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Materials
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Literature
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Audio/Visual

Arranged alphabetically by author or title, this annotated bibliography lists approximately 447 selected materials on the Spanish speaking and American Indian. The bibliography's six sections list 153 American Indian books; 180 books in English, Spanish, or both; 37 periodicals; 36 recordings; 38 filmstrips and slides; and 3 study prints and posters. These materials are coded according to lower elementary, upper elementary, junior high school, senior high school, and adult. Published mainly between 1950 and 1974, the materials cover such topics as art, poetry, cultural differences, language, customs, socioeconomic influences, history, folk culture, and literature. All the materials are eligible for purchasing with funds from Title II of the Elementary and Secondary Education Act. Addresses for 131 publishers and distributors are also given. (NQ)

124. Moya, Phyllis R.; Reeve, Naomi. *Teaching Reading to the Spanish-speaking Pupil: An Annotated Bibliography.* 1975. 19p. ED 111 575.

Bibliography
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Materials
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Literature

Approximately 80 books and articles published between 1940 and 1975 are listed in this annotated bibliography. The majority were published between 1960 and 1975. Though emphasis is on teaching reading to the Spanish speaking pupil, the materials also cover such topics as: Chicano oppression, cultural diversity, language learning, library services for the Chicano, bilingual education, Mexican American history, linguistics, parent attitudes, social attitudes, mental health, and academic achievement. (NQ)

125. Nancy, Elizabeth; And Others. *A Community of People: A Multi-Ethnic Bibliography.* 1974. 135p. ED 121 872.

This annotated bibliography was compiled by personnel of the Educational Media Department, Portland Public Schools, with the consultation of the students of Eliott School. Eight minority groups are focused on: Afro-American, Asian-American, Jewish-American, Native-American, Puerto Rican-American, and multiracial. Materials cited in each section comprise books and other publications, films, phonograph records, and other audiovisual aids. Each of the eight sections is organized into 11 parts, focusing either on a topic dealt with by books and other publications, or on an audiovisual aid medium. The topics covered by these parts include: Heritage, Collective Biography, Individual Biography, Poetry, Short Stories, Essays, Folklore, Fiction, Easy Fiction, Teachers Background Reading, 16mm films, and non-16mm audiovisuals. Information specified on each item selected for inclusion in this bibliography includes the following: author, title, publisher, copyright date, a brief annotation describing the contents of the item, suggested grade levels for which the item is appropriate, and other suggestions regarding the use of the item. (JM)

Bibliography
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Materials
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Audio/Visual
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Literature

Available from: Educational Media Department, Portland Public Schools, 631 Northeast Ciackasmas Street, Portland, Oregon. 97208.

126. Offenberg, Robert M.; And Others. *Let's Be Amigos: Title VII Bilingual Project. Evaluation of the Second Year. 1970-71.* January 1972. 258p. ED 069 158.

The "Let's Be Amigos" bilingual education program seeks to meet the needs of both Spanish-speaking pupils living in the Philadelphia community and English-speaking pupils living in linguistically diverse neighborhoods. This document presents an evaluation of the three curriculum formats used in the program during the second year. The Model A program uses a team-teaching approach, in which an English-speaking and a Spanish-speaking teacher work with a pair of classes, each having English- and Spanish-speaking pupils. For language instruction in each language, the groups are homogeneous; the groups are mixed for joint activities. The Model B program, not fully implemented, makes use of itinerant, second language specialists working with homogeneous Latino and Anglo classes in second language instruction. Mother-tongue instruction is provided by native speakers. Ideally, both classes would participate in joint activities. In the Arriba program, pupils who have begun their education in a Spanish-speaking area and who need or wish to study in Spanish, study science, mathematics, and social studies in Spanish and English as a second language in grades three through twelve. This report describes the objectives and procedures of each program and provides a detailed evaluation of each. For an evaluation of the first year, see ED 046 295. (VM)

Program
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Evaluation
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Curriculum

127. Offenberg, Robert M. "Evaluation of a Bilingual Evaluation: Program Maturation and Accountability." *Reading Improvement.* 10:3 (45-53). Winter 1973.

It is suggested that classical experimental designs are inappropriate for evaluating an on-going educational program because of their staticity and inability to accommodate to changes in the middle of programs. According to the author, the evaluation of on-going educational programs must be flexible to adjust to changes in programming. Philadelphia's "Let's Be Amigos" bilingual program is cited as such an example.

Program
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Evaluation

128. Racine Unified School District 1, Wisconsin. Title I Evaluation Report, 1975, Elementary and Secondary Education Act, Title I. March 1976. 182p. ED 133 401.

The contents of this 1974-1975 Elementary Secondary Education Act Title I Evaluation Report are organized into five sections. Section one is based on data obtained from four-year-old children who participated in the Hilltop Home Intervention Program during the 1974-1975 school year. Secondary school students serviced by the Taylor Children's Home, a program examined in section two, are identified by their inability to function in a regular public school setting. Title I supports one classroom teacher at the Home. The global objective of the Kindergarten Follow Upward program was to service "educationally disadvantaged children" so that they would show normal developmental growth in cognitive and psychomotor skills needed for success in kindergarten. The purpose of the Title I Linguistic Program at Janes School was to raise the reading achievement levels of Latino background children in grades one to four who are below the District's thirtieth percentile on the Metropolitan Achievement Test and/or are recommended for the program by classroom teachers. The Diagnostic-Prescriptive Reading Program operated in nine elementary schools, including six public and three nonpublic schools. It serviced approximately 600 children in grades one through six. (Author/JM)

Evaluation
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Program
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Disadvantaged

129. Pascual, Henry W., (Ed.). *Reading Strategies for New Mexico in the 70's.* January 1972. 29p. ED 061 022.

The three papers in this resource guide are oriented to the needs of Spanish-surnamed and Indian children. The first paper points out three concerns to be examined before selecting reading materials: (1) The population for whom selection is planned, (2) Criteria emphasizing children's needs, and (3) Apparent trends in reading instructional materials appropriate for the population. Critical points for selection and evaluation of reading instructional materials for Indian and Spanish-speaking children are discussed. The second paper stresses teacher-student interaction, diagnostic teaching, and classroom management in the elementary school. The author feels that standardized tests, especially their norms, should not be used with minority groups, but that the Informal Reading Inventory is best for these children. He also refers to four approaches used to teach non-English-speaking children and 10 four language measures. The third paper observes that schools are serving the interests of the dominant social forces, and that while unable to reform schools, teachers can humanize their classrooms by examining and revising certain beliefs which lend to anti-humanistic school practices. Recognition of individual differences and use of evaluation as formative in a diagnostic sense are strongly recommended. References are included. (AW)

Tests/Testing
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Resource guide
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Materials
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Evaluation
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Methodology
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Classroom Management
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Attitudes

130. Rosen, Carl L. *Assessment and Relative Effects of Reading Programs for Mexican Americans: A Position Paper.* 1970. 39p. ED 061 000.

The problem of teaching reading in English to Mexican American children with Spanish as their primary language is considered in this paper. Literature reviews are done on research dealing with (1) Linguistics, (2) Language-modification approaches, (3) Linguistic approaches, (4) Language-experience approaches, (5) Bilingual education, and (6) Teacher-school factors. Conclusions on the basis of research in these 6 areas are given. Also given are implications and specific directions for (1) basic research in language and reading processes, (2) normative descriptive studies of processes involved in reading, (3) pre-school educational research and leadership, (4) research in the teaching of English as a second language and bilingual education systems, and (5) basic and applied research into current school practices, conditions, and possible promising innovations. An 88-item bibliography is appended. (NQ)

Methodology
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Research
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Evaluation

131. Rosen, Carl L.; Ortego, Philip D. "Resources: Teaching Spanish-speaking Children." *Reading Teacher.* 25:1 (11-13). October 1971.

Ten sources and reviews of the sources are cited in order "to provide insightful and analytic information on issues in language and reading instruction of Spanish-speaking children".

Bibliography

132. Shanner, William M. *Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report.* 1973. April 1973. 140p. ED 075 541.

The chief purpose of this project was to prepare descriptions of exemplary programs in childhood education and reading having sufficient merit to be considered as visitation sites for other educators. The childhood education phase of this project was funded jointly by the Office of Economic Opportunity and the Office of Education. Its purpose was to select and document a variety of programs including Head Start, Follow Through, elementary and secondary programs in inner city schools, programs for Spanish-Speaking, and programs in basic skills and vocational areas for initial dissemination through the six Regional and National White House Conferences. In addition it was planned that OEO and OE could use the print and nonprint materials developed by the project for independent dissemination efforts. The exemplary reading programs phase of the project involved the field assessment of selected programs related to reading instruction and the verification of their effectiveness as demonstration sites for visits by personnel from other school districts. Program descriptions and leaflets were prepared for the 37 reading programs and 34 childhood education programs. Audio-visual documentation was prepared for 12 childhood education programs. This project was one in a series directed toward the wider dissemination of innovative practices in education, and was funded by the Office of Information Dissemination of OE. (Author/JM)

Program
•
Teacher Training
•
Evaluation
•
Audio/Visual

133. Texas Education Agency, Austin. Division of Evaluation. *Annual Report of Programs for the Disadvantaged in Texas. Title I, 1973-74.* November 1974. 52p. ED 104 578.

During 1974 approximately 13 percent of the 2.8 million students enrolled in Texas schools represented a concentrated effort to serve educationally disadvantaged pupils with the greatest needs on campuses eligible for Elementary and Secondary Education Act (ESEA) Title I funds. Of these funds, 75 percent was expended for instructional activities with reading receiving the largest amount. Although Federal funds received by Texas were not fully adequate to meet all diagnosed needs of educationally disadvantaged students, programs funded under ESEA Title I continued to have an impact on the instruction and achievement of those students served. This impact was revealed by the achievement gains of participating students. In the larger districts (those with an average daily attendance (ADA) of 35,000 or more), 62 percent of the students in reading and 56 percent of those in mathematics programs showed gains equal to or greater than those expected of the general population. In the smaller districts (those with less than 35,000 ADA), 56 percent of the students in reading programs and 52 percent of those in mathematics programs showed gains equal to or greater than 1.0 month per month of instruction. This 1973-74 annual report provides tabular information on the participants, instructional activities, pupil services, effectiveness of the reading and mathematics programs, summer programs, and programs operated in nonpublic schools. (Author/NQ)

Program
•
Disadvantaged
•
Achievement
•
Evaluation

134. Vail, Edward O. "What Will It Be? Reading or Machismo and Soul?" *Clearing House.* 45:2 (92-96). October 1970.

According to the author, bilingual children and children speaking a non-standard dialect should be taught to read and write in standard English since any attempt to teach them a local dialect will only handicap them upon entering the working world as adults.

Dialect

135. Indiana State Department of Public Instruction, Indianpolis. *With Liberty and Justice for All: A Selected Bibliography.* 1975. 49p. ED 120 751.

Bibliography
●
Materials
●
Culture
●
Audio/Visual

This selected bibliography is designed to offer reading suggestions for the Indiana teacher who is interested in promoting multiethnic education in the classroom. Emphasis is placed on the three major minority groups living in Indiana: the African American, the American-Indian, and the Spanish-speaking American. Materials are listed under three categories: the historical, educational, legal, sociological and emotional issues surrounding desegregation; background material about ethnic lifestyles to aid teachers in understanding or knowing about cultures different from their own; and classroom instructional materials for suggested grade levels. The variety of materials listed in this bibliography includes printed materials, games, filmstrips, films, and other audiovisual materials. Sources for materials are listed with complete addresses. (MKM)

136. Zircos, Gail I. "Language Interference and Teaching the Chicano to Read." *Journal of Reading.* 19:4 (284-288). January 1976.

Dialect
●
Attitudes
●
Interference

In examining the problems of Chicano children in learning to read in English, the authaor states that socioeconomic factors, as well as linguistic, need to be taken into consideration. The author also suggests that teachers' attitudes toward nonstandard dialects should be investigated.

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